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USSR Report

MILITARY AFFAIRS

No. 1514

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WAYS OF INCREASING THE EFFECTIVENESS OF THE MILITARY AND PATRIOTIC EDUCATION OF YOUNG PEOPLE

Moscow SOTSIOLOGICHESKIYE ISSLEDOVANIYA in Russian No 1, 1980 pp 60-66

/Article by Candidate of Military Sciences Nikolay Nikolayevich Yefimov, Moscow State University imeni M. V. Lomonosov, and Candidate of Philosophical Sciences Yuriy Ivanovich Deryugin, Institute of Military History of the USSR Ministry of Defense/

/Text/ Military and patriotic education is an integral component of the ideological and political education of the Soviet people. The CPSU Central Committee decree "On the Further Improvement of Ideological and Political Educational Work" plainly requires the redoubling of attention toward this question.[1] "The affirmation in the consciousness of the workers, first of all the young generation, of the ideas of Soviet patriotism and socialist internationalism, of pride in the Soviet Union, in our homeland, and of the willingness to rise to the defense of the achievements of socialism was and remains one of the most important tasks of the party," L. I. Brezhnev noted at the 25th CPSU Congress.[2]

The main goal of military and patriotic education in our country is the purposeful formation among the Soviet people of a Marxist-Leninist world outlook, a thorough understanding of the essence and content of Lenin's theory of the defense of the socialist homeland and the cultivation among them of lofty moral, political and psychological qualities. At the same time it sets as a goal the mastery of the military and technical knowledge which is necessary for fulfilling a sacred duty--the defense of the socialist homeland.

The comprehensive examination of the system of military and patriotic education of various categories of workers presumes the gathering and analysis of the appropriate sociological information. For this purpose a study was conducted among young people of call-up age of the city of Moscow and the oblast, students of Moscow State University imeni M. V. Lomonosov, as well as in a number of military commissariats of the Baltic Military District. Moreover, servicemen of the initial period of serice in some units and combined units, which are stationed in various regions of our country, were surveyed.[3]

During the study the status and effectiveness of the military and patriotic education of young people of call-up age and their training for service in the Armed Forces were investigated. The analysis of documents, incorporated observation, the distribution of questionnaires and interviewing were used to gather the data.

The system of military and patriotic education, like any integral system, has a specific organizational structure, a subject and an object of control.

The leadership of the Communist Party is the highest form of the management of the process of military and patriotic education in socialist society. Relying on Marxist-Leninist doctrine, the CPSU develops the theory of the educational process, determines its objectives and goals in conformity with the specific historical conditions, creates the conditions for the increase of the effectiveness of military and patriotic work and takes care of the broadening and improvement of its social, material and technical base.

Military and patriotic education is carried out by state and public organs (party, soviet, trade union and Komsomol organs, military commissariats, DOSAAF, creative unions), commanders and political organs of the Armed Forces, the family, the school, higher educational institutions and the media. It is characteristic that along with the aggregate of public forms this system includes initial military training at the secondary school and the military training of students of higher educational institutions, lessons at the educational centers of enterprises, kolkhozes and sovkhozes and special courses at the military commissariats.

Thus, the system of military and patriotic education is distinguished by versatile, integrated organizational contacts and the close combination of state and public elements. The well-arranged centralized, comprehensive (day-to-day and long-range) planning of military and patriotic work and a high level of coordination of the efforts of all the organs and officials, who handle the process of military and patriotic education, are one of the most important conditions of the effective operation of this system.

At the same time our study showed that this condition is not always properly carried out in practical activity.

In particular, the problem of uniform criteria and indicators of the effectiveness of military and patriotic work remains unsolved. As the analysis shows, at present the set of these indicators is determined in different ways and often depends only on local conditions and possibilities and is not always closely interconnected with the main goals of the ideological and educational process. The lack of coordination of the various directions of education, sporadicness and spontaneity in the choice of the forms and methods of educational work are being observed. Inadequate attention is being devoted to the thematic diversity of the measures, their persuasiveness and emotional richness in conformity with the increased needs and requirements of young people.

There are a large number of different forms and methods of military and patriotic education, which are diverse in their content. Many of them have a great effectiveness of influence, others do not yield the desired result and, before having time to thrive, disappear then and there; finally, with a change in different social and sociopsychological conditions the great effectiveness of the forms and methods can decrease sharply. In this connection it is necessary to examine a number of questions which are of both methodological and practical importance.

From the methodological point of view the determination of a general approach, which would make it possible to properly select and use one form or another of military and political education and would ensure its conformity to certain conditions and to the general and specific traits of a specific social group, is of great importance.

When using a system of forms and methods of education, it is necessary to take into account the emotional, rational and practical features. Here the greatest effectiveness is achieved if the indicated components are inseparably connected, united and sequential.

Studies show that the inadequate consideration of this factor leads to a decrease of the effectiveness of many useful, and even necessary forms of educational work. At the same time the unity of the components being examined by us does not rule out the possibility that under certain conditions one of them may predominate over the others.

In practical activity forms of education are used, the implementation of which requires considerable time, others are used once. As a rule, the former are of a systems nature. Take as an example the universities of the future serviceman, military patriotic associations, various kinds of public clubs and sections. They have a permanent body of students, programs of training and education, which are designed for a long period. The further development of such systems forms is becoming an objective necessity.

The forms of education can have an individual and a mass direction. Studies show that in recent years mass forms of education have been finding especially active application. Frequently this happens to the detriment of individual educational work. The results of the study made by us attest to the need to step up the latter. According to the data of the survey of young draftees of the city of Moscow and the oblast, 40 percent of them believe that the improvement of individual work with young people, especially at the place of residence, is an indispensable condition for increasing the effectiveness of military and patriotic education.

The forms of patriotic education can be divided into active and passive.

The active forms afford the individual a greater opportunity not only to use certain information, but also to express his own opinion, to compare and contrast different views and assessments, to develop under the influence of a positive guiding principle a uniform approach to the solution of various

questions. In a business-like discussion and debate of principle the individual convictions, the assessments of each young person and his views on certain facts of reality or others are polished, the collective as a whole is tempered, public opinion is formed.

For all the unmistakable merits of the passive forms and their enormous importance for military and patriotic work they have limited possibilities of "feedback." Unquestionably it is impossible to examine the active and passive forms in isolation of each other, they are united and yield the desired result only with their proper combination. However, on the basis of the known peculiarities of young people and such qualities of them as the aspiration for self-affirmation, resourcefulness and energeticness, particular attention should be devoted to the introduction of the active forms of military and patriotic education, which, as studies show, enjoy great popularity and are more effective. Their more extensive introduction in the practice of military and patriotic education was supported by 72.5 percent of the surveyed draftees at the military commissariats located on the territory of the Moscow, Belorussian and Baltic military districts.

At the same time the study attests to the inadequate attention toward these forms of education. A survey of soldiers of the initial period of service showed that before entering the Army only about 12 percent of the young people attended such measures as readers' conferences, Komsomol-youth debates and evenings on military and patriotic themes.

Information about the Armed Forces and military service plays an important role in military and patriotic education. As studies show, the main channels for receiving it are the contact of young people with parents, relatives and fellow workers, who have served in the Armed Forces, and talks with instructors of educational institutions and the administration of the enterprise (kolkhoz, sovkhoz).

Moreover, more than 40 percent of the draftees receive letters from the Army. This type of information is of great importance, since it reflects the opinions of the people who are directly involved in the very system of military organization. Here it should be borne in mind that along with adequate information, distorted information about military service, the army way of life and style of life, which are due to various causes of a subjective nature and the psychological qualities of the individual, is possible.

The publication on the pages of the press of letters of thanks of the command to the parents of servicemen with excellent results in military and political training and of reports from military units and the visit to them of young people of call-up age are of enormous importance for the formation of the correct ideas of young people about the Armed Forces.

Movies, radio and television are an important source of mass information about military service. About 50 percent of the surveyed draftees of the city of Moscow and the oblast stated this. Similar results were also

obtained in other regions of the country. At the same time the survey of young people of call-up age of the city of Moscow and the oblast showed that 24.5 percent of the young people regularly watch the television program "I Serve the Soviet Union" and 26 percent watch "The Feat." In our opinion, the urgent need has arisen to study the conditions of the origin of and the means of forming the interests of television viewers in military and patriotic problems. On the whole the mass information on the modern Armed Forces of today needs further improvement both on the level of the tightening up of its coordination and in the expansion of the system of forms and methods of information. We are often still faced with the inadequate spiritual and physical training of some young people for army and naval service merely owing to the fact that they did not acquire in due time correct ideas about the modern army and did not get themselves mentally prepared to overcome the difficulties.

The study of the attitude of young people toward service in the ranks of the Armed Forces is one of the most important tasks facing sociological science in the area of the study of the problems of military and patriotic education.

As the results of the study attest, about 60 percent of the young people of call-up age felt drawn to military service and, moreover, experienced this desire back in the school years. Of those surveyed, 34.2 percent understand well the social importance of military service, although they do not have a particular interest in studying military affairs. Only 4.3 percent stated that the learning of a military specialty does not attract them at all.

The examination of the dynamics of the change in the opinion on this question among young draftees of different ages is of some practical interest. For the purposes of making such an analysis the entire group of draftees was divided into age groups. The obtained results are presented in Table 1.

Table 1

Attitude of Young Draftees of Different Ages to Service in the Armed Forced, Percent of Those Surveyed, N = 1,500

Answers of those surveyed	Age groups, years		
	18-19	20-21	over 21
I am joining the army with much interest, I aspired to this back in my school years	58.0	34.0	25.0
I personally do not have a particular interest in studying military affairs, although I understand the social significance, need and importance of military service	34.2	56.0	52.3
The study of military affairs does not attract me at all	4.3	8.0	12.7
Did not respond	3.5	2.0	10.0

The cited data show that the aspiration for and interest in military service, the understanding of its social significance, need and importance among young people of different ages are not the same. Whereas among young people 18-19 years old they are expressed more clearly (92 percent of those surveyed expressed a positive opinion on this question), in the age group over 21 the interest in service decreases slightly (only 13 percent of those surveyed stated that the study of military affairs does not attract them at all). The cause of this situation is, apparently, the high degree of development among this category of young people of life plans, which do not involve serving a fixed period. These qualitative changes should be taken into account in the practical activity of the military commissariats. In the system of military and patriotic education as a whole attention should be directed to the search for specific forms and methods of work among young people of older ages.

On the whole the attitude of young people toward military service is characterized by quite high indicators: 86.5 percent of the young people realize its social significance and need. Only 8 percent disapprove of the learning of military specialties. The studies made it possible to draw the conclusion that in military service itself young people see a wide range of opportunities for their own improvement as individuals (see Table 2).

Table 2

Expectations of Young Draftees From Forthcoming Service in the Armed Forces, Percent of Those Surveyed, N = 1,600

In being drafted into the Soviet Army, do you consider it possible for yourself	Answers of those surveyed		
	Certainly	More yes than no	More no
To increase the level of your political training	66.7	30.3	3.0
To study military equipment well	77.7	20.4	1.9
To broaden your cultural outlook	58.7	21.6	19.7
To temper yourself morally and psychologically	69.1	21.0	9.9
To acquire skills in community work	39.5	40.2	20.3
To acquire good organizing skills	61.2	23.5	15.3
To receive good physical training	90.0	8.6	1.4

On the whole it can be considered that the overwhelming majority of young people link with military service the solution of many questions of importance to themselves. This once again confirms the opinion, which has formed among our people, that the Soviet Army and Navy are a fine school of education of young people.

In a study, which was conducted by the Scientific Research Problem Laboratory of the Communist Education of Young People and the Council for Military and Patriotic Education of Moscow State University, a close link was

established between the military training of students and their patriotic activity and value orientations. The students, who show greater progress in military subjects, have a higher level of patriotic activity. The high degree of correlation attests to the fact that the teaching of military disciplines not only provides students with military knowledge, but also is a most important factor of the formation of the personality of the student, his sociopolitical activeness and patriotic conviction.

Moreover, the results of the study showed that the level of patriotic activity and the corresponding value orientations among students, who served in the ranks of the Soviet Army before enrolling in a higher educational institution, is higher than among students, who had not served in the military. This should be taken into account in the organization of military and patriotic education. Students who have served in the Army and Navy should be recruited more extensively for participation in organizing work.

The attitude of young people toward military service is also expressed in their notions about the profession of a Soviet officer. As the results of the study attest, a young person who chooses this profession gives preference first of all to those values which express his personal idea and ideological convictions about fulfilling one's civic and military duty. This was indicated by 84.8 percent of those surveyed.

The analysis and generalization of the empirical material show that the social status of parents, as well as the factor of military service by the latter and their participation in World War II have a great influence on the choice by young people of the profession of an officer. According to the data of a questionnaire survey, the young people, the formation of whose occupational orientations takes place under the influence of parents who are employees (including servicemen), less readily give preference to the profession of an officer. About 60 percent of them responded negatively to the question in the questionnaire about the choice of the profession of an officer. Another thing is also characteristic: the parents or close relatives of 63 percent of those surveyed, who gave an affirmative answer, have comprehensive information about service, served themselves in peacetime or participated in World War II.

The still inadequate information of young people about the qualitative changes, which have occurred in the officers corps of the modern Armed Forces, is one of the factors having a negative influence on the type of vocational orientation, which we are examining. This was indicated by 36.8 percent of those surveyed.

Thus, in the system of military and patriotic education the diverse forms of the military vocational orientation of young people and the opportunities to acquaint them more extensively with the profession of an officer, especially with the qualitatively new characteristics of his labor, which arose under the conditions of the scientific and technical revolution in military affairs, should be used more actively. In this respect the role of the youth military and patriotic schools, which are being set up at

military schools, in military units, educational organizations of DOSAAF, at schools of civil aviation, naval bases and ports, is great.

The specific features of military service require that more serious attention be devoted to the psychological preparation of young draftees. The system of military and patriotic education under current conditions should be conducive to the shortening of the period of adaptation of young people to the conditions of military service and their rapid "inclusion" in the military collective. The sooner the young serviceman gets into the strictly regulated rhythm of army life, the more actively he will try to seize the heights of military skill. This also concerns the problems of tightening up military discipline.

Back in 1925 M. V. Frunze in a speech at the conference of the Russian Komsomol noted that the causes of the majority of disciplinary offenses in the army are explained first of all "by the abruptness of the transition from general civilian conditions to military life."[4]

The data of the conducted study attest that the notions of young draftees about potential difficulties are connected first of all with the observance of military discipline, with the need to obey (42.2 percent of those surveyed indicated this), with great physical stresses (20.8 percent), with the mastery of complex equipment (12.9 percent). Thus, there is a certain psychological anxiety of young people about the forthcoming difficulties and the specific conditions of army life. It is important to direct this anxiety in the necessary direction, by cultivating among draftees stable psychological aims at overcoming the difficulties and by instilling in young people such qualities as a sense of duty, the understanding of one's personal responsibility to society for the defense of the achievements of socialism, the willingness to obey an order, the requirements of military manuals and the oath.

The establishment of close contact between practical workers and researchers, who are engaged in studying the problem being examined by us, is the most important condition of the increase of the effectiveness of the entire system of military and patriotic education. In this connection attention should be directed to the fact that the question of the military and patriotic education and training of young people for service in the Armed Forces have still be inadequately studied.

The activity of sociologists, who are engaged in studying the problems of the influence of the family and the school on the process of military and patriotic education and the increase of its effectiveness at the secondary specialized and higher educational institutions of the country, requires considerable intensification.

The problem of organizing this work at the place of residence, especially with adolescents, whose education involves certain difficulties, merits a separate thorough study. In this respect it is especially important to devote attention to the study of the mechanism of the formation of informal

groups and to elaborate pratical recommendations on the intensification of military and patriotic work in these surroundings.

The research work in the area of the moral, political and psychological preparation of young people for service in the Armed Forces, the formation of positive orientations and aims toward military service, the willingness of young people to bear its burdens and difficulties and the cultivation of great discipline and collectivism requires appreciable improvement and broadening.

It is also necessary to study more extensively the problems of elaborating military and patriotic themes in the cinema, on television and radio.

In scientific research activity more attention should be focused on the study of the conditions and the ways of increasing the effectiveness of the military and patriotic education of young people, the examination of the entire set of factors which influence the ideological educational process. In this connection the selection, placement and training of the organizers who perform this work are one of the important questions.

Under the conditions of the growing ideological confrontation of the two opposed social systems the intensification of scientific research activity in the area of the struggle against bourgeois ideology and the study of the role and place of the military and patriotic education of the rising generation in the solution of this important problem are of the greatest importance.

Military and patriotic education in its structure is distinguished by complexity and diversity. Its effectiveness to a considerable extent depends on the availability of the necessary sociological information on the trends, phenomena and processes taking place among young people. This places in the forefront the further development of sociological research and its coordination on a national scale. The problem of increasing the effectiveness of military and patriotic education can be solved only on a thorough scientific basis, with the extensive introduction of the practical recommendations which have been elaborated during the research.

FOOTNOTES

1. See "O dal'neyshem uluchshenii ideologicheskoy, politiko-vospitatel'noy raboty. Postanovleniye TsK KPSS ot 26 aprelya 1979 g." /On the Further Improvement of Ideological and Political Educational Work. Decree of the CPSU Central Committee of 26 April 1979/, Moscow, 1979, p 15.
2. "Materialy XXV s"yezda KPSS" /Materials of the 25th CPSU Congress/, Moscow, 1976, p 75.
3. The total size of the sample was more than 2,000 people.
4. M. V. Frunze, "Speech at the Russian Komsomol Conference on 17 June 1925," "Izbrannyye proizvedeniya" /Selected Works/, Vol 2, Moscow, 1957, p 386.

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CSO: 1806

MILITARY INSTITUTE: COMMANDANT ON 40TH ANNIVERSARY

Moscow KRASNAYA ZVEZDA in Russian 1 Feb 80 p 2

[Article by Col-Gen M. Tankayev, chief of the Military Institute: "Increasing Traditions — on the 40th Anniversary of the Military Institute"]

[Text] The Military Institute occupies a prominent place among the higher educational institutions of the USSR Ministry of Defense. It prepares military translator-researchers, political workers, and military legal specialists. The institute was founded 40 years ago by a decision of the party and government. At that time it was called the Military Institute of Foreign Languages of the Red Army, and the entire first graduating class was sent to the fronts of the Great Patriotic War. Alumni of the institute fought courageously in the active army and in partisan detachments, carrying out important assignments of the command in the enemy rear. Military legal specialists were also active participants in the Great Patriotic War; at that time they were educated by the Military Legal Academy of the Worker-Peasant Red Army. More than 5,000 graduates of these schools received orders and medals for exemplary performance of their duty to the Motherland.

In the first postwar years 26 Heroes of the Soviet Union studied at the Military Institute of Foreign Languages of the Red Army and the Military Legal Academy, and 90 percent of the students were veterans of the front. The teachers and graduates of the institute and the academy took an active part in the work of the Nuremberg and Tokyo international legal tribunals and the Extraordinary State Commission to Investigate and Establish the Misdeeds of the German Fascist Aggressors and their Accomplices and carried out other important assignments for the command. Today, revering and multiplying the combat traditions of their predecessors, graduates of the institute are making their own contribution to raising the combat readiness of our Armed Forces and strengthening legality and the legal order in the military. Incidentally, many of our graduates have received orders and medals for exemplary performance of service duty in peace time.

The military translator, military political, and military legal schools were combined within the Military Institute to improve the training of military cadres. In a short time the Military Institute has become a major multidisciplinary higher educational institution with excellently equipped auditoriums and dozens of specialized offices. It has an educational television system, radio broadcasting, a computing center, and an up-to-date crime detection complex. Among its resources are thousands of tape recordings in foreign languages, hundreds of educational motion pictures and video films, and about 500,000 books. The field training center has everything necessary for military training and the physical and psychological toughening of future officers.

The institute's greatest treasure is its faculty, which includes 129 doctors and candidates of sciences and 62 professors and docents. Among them are experienced teachers and moral leaders, masters of progressive teaching methods, such as Maj Gen Ye. Nozhin, colonels L. Nelyubin, I. Klenin, I. Mel'tsev, and A. Shiryayev, and colonels of the legal service Kh. Akhmetshin, A. Koblikov, N. Kuznetsov, and V. Shanin.

I would like to emphasize that the most basic thing in the entire system of training future military specialists is to instill them with communist conviction and dedication to communist ideals. The school arms its graduates with broad and varied knowledge and skills. It prepares them for battles on the ideological front and teaches them how to convey the strength of their own ideological conviction to the men, to respond properly to the slanderous assaults of the ideological enemy, and to struggle against vestiges of the past, to establish the high principles of communist morality and ethics.

The important and difficult problem of philosophical and methodological preparation of trainees is solved on the basis of a comprehensive approach, through the combined efforts of the entire collective of the institute, above all the departments of social sciences. Guided by the decisions of the 25th CPSU Congress and the decree of the CPSU Central Committee entitled "Further Improvement of Ideological and Political Indoctrination Work," the collectives of these departments, led by doctors of sciences Col G. Khvatkov and Capt 1st Rank M. Ruban, both professors, are showing great concern for raising the ideological and theoretical level of lectures and seminars and for their influence in shaping the Marxist-Leninist worldview and scientific thought of the future officers.

We give a great deal of attention to the professional military orientation of the educational and indoctrination process. In addition to tactics and the fundamentals of operational art, weapons, and military equipment a good deal of time is given to studying combined arms regulations and drill and physical training. The cadets learn to fire the weapon accurately, master motor vehicles, and stand guard duty. Military training is not confined to the classrooms. During on-the-job training and in practical experience classes among the troops the cadets reinforce the

knowledge they have gained and have an opportunity to improve their professional skills. A deep and thorough acquaintance with army life helps graduates find their place more quickly and enables them to begin filling their assigned positions confidently and rapidly. In large part this is facilitated by widespread socialist competition to achieve the best marks in training and by the communist attitude toward labor. Socialist competition is now aiming at a worthy celebration of the 110th anniversary of the birth of V. I. Lenin and the 35th anniversary of the Victory of the Soviet people in the Great Patriotic War.

Teaching work is successfully combined with scientific research and military science activities. The collective has published more than 400 monographs, major works, and textbooks and each year puts out a large number of training aids. The institute has become a center for the training of science teachers. In four decades these schools have given the country more than 50 doctors of sciences and 350 candidates of sciences. Many graduates of the military law school have received the title Honored Legal Specialist of the RSFSR.

The cadets are extensively involved in creative activities also. Members of 60 military science societies study circles participate regularly in All-Union competitions for student projects. In just the last five years more than 200 projects have received diplomas, certificates, and other awards in these contests.

Daily life at the Military Institute today is packed with hard work, as is true at all higher educational institutions in the country. Carrying out the decree of the CPSU Central Committee and USSR Council of Ministers entitled "Further Development of Higher Education and Raising the Quality of Specialist Training" and the demands of the November 1979 Plenum of the CPSU Central Committee, our collective works hard to consistently intensify the educational process through universal introduction of scientific advances, higher education methodology, and troop experience.

The party and Komsomol organizations give the command a great deal of help in performing these missions. They work hard on communist, military, moral, and esthetic indoctrination of future specialists. Ideological-political indoctrination focuses attention on instilling the students with an active posture in life and class maturity, giving them the traits of a fighter and propagandist for the immortal ideas of Lenin.

The collective of the Military Institute is not planning to rest on its laurels. We will move ahead, strive for greater things in the important work of training ideologically tough, highly qualified military cadres.

11,176
CSO:1801

AVIATION MAINTENANCE: TECHNICIAN PRAISED

Moscow KRASNAYA ZVEZDA in Russian 1 Feb 80 p 2

[Article by Lt Col A. Andryushkov, military pilot 1st class: "Thank You, Comrade Warrant Officer!"

[Text] As if shaking off the last remnants of sleep in the morning, my fighter plane shook resiliently at the connecting cracks of the slabs of the taxiway. I saw snowflakes falling from the outer wing panels, and stopped in front of the takeoff runway. This is the technical inspection point for a missile plane. From it the flight control officer gives the okay to take off. But this comes a little later, after the technician on duty comes up to the plane, inspects it, and raises his white flag.

Through the convexity of the canopy glass I could see a technician approaching the plane. By his distinctive walk, fast and at the same time unhurried, and by his slightly hunched forward figure I recognized WO [Praporshchik] Nikolay Ivanovich Vissarinov. Our eyes met and I waved my hand in greeting. The technician ducked underneath to inspect the undercarriage legs one more time. I was gradually overcome by a feeling of complete confidence in the plane and the upcoming flight. It was being inspected by sensitive, talented hands!

Glancing over the instruments I remembered how Warrant Officer Vissarionov once taught me, a young lieutenant, how to be the master in the cockpit. He was the technician of my first crew, and here today he was seeing me off again from the technical checkpoint. I could say the key checkpoint, but at an airfield they are all crucial. No post is unimportant to Nikolay Ivanovich. For 25 years now Warrant Officer Vissarionov's destiny has merged with the destiny of the airfield and of those people who are involved with flying to any degree.

I recall how, when I was young, I was surprised by the words of a pilot, flight commander Maj E. Manzhel: "It sometimes seems to me that I will never leave aviation until the planes stop flying." As a young lieutenant I did not understand then the profound love this man had for

his work, the long years that had tied him to the airfield. Today I cannot imagine flying without such people as Eduard Mikhaylovich Manzhel and Nikolay Ivanovich Vissarinov.

Long before the pilots get into the cockpits the technicians, masters of work on the ground, arrive at the airfield. Among them is Warrant Officer Vissarionov. His plane is always closest to the takeoff runway. It ordinarily begins the flights. The plane is a fighter trainer. It looks like a little duckling against the background of the proud rank of supersonic missile planes. They look down at it, the long peaks of their pitot static tubes directed upward into the blue, not suspecting that their flights begin with their little brother.

Then when the pilots arrive, the aerial masters of the mighty silver missile planes, they go first to the little trainer, tap its snub nose fondly, exchange a few words with the technician, and only then move on to their own, supersonic planes. Some remain at the two-seater [training plane]. For them the way to supersonic flying is this trainer. At one time it was my beginning in the combat regiment also. Many years have passed since then, but those first flights in the trainer remain fresh in memory forever. On my first day at the military airfield then we were met at the two-seater by the aircraft technician, a short, solidly built man with a strong, healthy flush on his cheeks. We introduced ourselves, and began flying...without leaving the ground. The lieutenants learned how the wings meet the resilient air, how the controls obey in fresh streams of air, and what the instruments tell and do not tell about special flight situations. We soon understood that we were being examined: the technician would ask and we would answer.

It was the first examination where I did not experience the unpleasant feeling of being tested. I was interested. There was lively communication between the examiner and the examinee. We were being taught by questions, but taught in such a way that we wanted to fly as soon as possible! We learned the rule that when you do not know something, ask and it will be embarrassing for a minute! If you do not ask and fail to learn something necessary for flying, it will be embarrassing forever. We learned to ask questions when we were unsure and we would be taught the answers. Warrant Officer Vissarionov invariably follows this unwritten airfield rule. He is always ready to come to your aid, disregarding his own personal time. There is one thing he does not tolerate, dishonesty.

One time, I recall, a preflight training session was underway at his two-seater. The plane was lifted up on a stand and we were practicing emergency lowering of the undercarriage. Lt A. Fomin tried to lower it three times, but it would not go. The technician's face at this time was something to see. Could it be a malfunction!? The lieutenant's words burned like a slap in the face: "An airplane is not a wagon, comrade warrant officer! It must be prepared."

Vissarionov himself got into the cockpit and pulled one clamp and then another. The latches clicked and the legs emerged! He raised them, and again the latches clicked as the undercarriage came out. He repeated this about 10 straight times and the system worked perfectly. "Huh, it works!" Fomin smiled tensely and asked if someone had a manual. Then we understood that our comrade had not prepared himself for the drill. The technician got out of the cockpit and called Fomin off to the side. Only the squadron commander knew what they talked about, but on that same day Lieutenant Fomin was taken off the flying schedule. There was a long discussion at the squadron party meeting concerning the honesty of airmen. But here again Fomin tried to excuse himself. He had failed to learn his lesson from the principled attitude of his comrades and had not overcome the petty feelings of vanity. Before long he had to leave the Air Force.

But Warrant Officer Vissarionov's fighter trainer continued to serve both new pilots and experienced air aces without failing. Sometimes a top pilot would return from leave and not go right back to his missile plane. Instead he would approach the technician of the two-seater and say, "Hi, Nikolay Ivanovich! Do you suppose that I could make a couple of flights in the trainer tomorrow?" The technician would arrange it, and not just for a couple of flights, but for as many as necessary during the shift. The fighter trainer carried the insignia of an outstanding aircraft for eight years. After it was written off from combat work because of years of service, it and its "mark of quality" were raised on a pedestal in front of the air base.

Nikolay Ivanovich nov has a new plane. It is just as good as the old one, and its technician has been recognized with new awards. He has received the title of master and been given many medals, including "For Distinction in Military Service" 2nd degree. Fame spoils some people, but the well-deserved fame of Warrant Officer Vissarionov has increased the respect of his fellow servicemen and given him even greater authority. He still devotes himself to his beloved work with great responsibility and exceptional inner discipline. He successfully combines military work at the airfield with public work. He has been an active member of the people's control group for several years. When someone is needed to defend the honor of the unit in sporting competition, there are few chess players in the garrison or even in the city who can approach the chess board opposite Vissarionov without trepidation.

Someone may wonder whether Warrant Officer Vissarionov has time left for his family and his home. I can assure that he does find time. After all, his moral makeup and psychological attitude begin with the family. In the summertime the Vissarionovs love to go on picnics in the pine forest, and when the first snow falls it is a rare day off that does not find Nikolay Ivanovich, his three sons, and sometimes also his wife, on skis. They ski well, and in a precisely checked direction.

The trail behind them is straight and smooth, like the line of his entire life. Whatever this man does, he does it according to conscience.

I saw Warrant Officer Vissarionov move unhurriedly away from my plane. He raised the white flag upward pointing toward the takeoff runway. I could take off with confidence. The ground technician had guaranteed that the plane would work properly. As I brought the fighter into the middle of the runway I said once more in my mind, "Thank you, comrade warrant officer."

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AIR DEFENSE: REALISM IN RADAR OPERATOR TRAINING

Moscow KRASNAYA ZVEZDA in Russian 2 Feb 80 p 2

[Article by Maj Gen Arty V. Zenchenko: "What Kind of 'Enemy' Is Used in Exercises?"

[Text] According to the report by Maj N. Zubrachev, chief of staff of the radar battalion and acting subunit commander, everything was ready for the tactical exercise. The only things remaining were to set the time for the beginning of the attack and determine the precise routes and tactics of the targets. Indeed, these details were reflected carefully in the scenario worked out beforehand. But it was apparent that Major Zubrachev was not entirely satisfied. He found again and again, suggesting something here and changing something there. The officers from unit headquarters who were visiting the battalion did not intervene in the major's actions. They had been given the job of checking the organization of combat training in the subunit and studying the techniques used to prepare for and conduct drills and tactical exercises. As a matter of fact, specialists of the battalion had been making mistakes recently in unit-wide drills.

The tactical exercise began. The radar troops became involved in intense combat work. At first glance everything was done to see that the crews worked at full efficiency, with initiative and creativity. However, the experienced eyes of the officer-methodologists also saw the oversights that were reducing the effectiveness of the exercise. A short time later, at the review, typical situations and the actions of Major Zubrachev and the other battalion officers were reproduced by graphs and charts. And then the typical errors in preparation of the tactical exercise became very clear.

The conception of the exercise did not take full account of the capabilities of enemy aerial weapons. For example, no provision was made for targets attacking at low and extremely low altitudes with simultaneous diversionary groups and powerful jamming actions. The situation was made more complicated chiefly by increasing the number

of targets and the density of the attack. While working out the plan of the exercise Major Zubrachev did not realize that the flight characteristics of the simulated targets did not resemble actual ones and that their flight was not "tied" to the topography. As a result, the crews fought against a kind of abstract enemy and performed missions in situations which are extremely unlikely to occur in actual combat.

The unit commander and staff officers carefully analyzed the methodological mistakes that had been found and gave recommendations on improving the training process and where to focus special attention. It must be added that the battalion drew the proper conclusions and the quality of combat training there has risen noticeably.

Exercises have rightly been called the highest form of tactical training and combat training for the troops. During exercises the full range of missions is worked through in practice and various procedures and actions that insure success even under the most unfavorable conditions are refined and improved. It is obvious that they will be most beneficial if the advances of military science and results of thorough analysis of everyday personal combat training are used in the conception of each exercise and in conducting it; furthermore, the capabilities of the enemy's air weapons must be taken into account.

It is difficult, of course, to simulate all the features of actual battle in peacetime. There will always be conventionalities that to some extent diminish the feeling of real battle. Varied inputs, the use of smoke grenades and battle noise simulators, and tape recordings of shell blasts and the whistle of bullets make the situation much more complex, but they do not create the full psychological tension of actual battle. The soldier always understands that this is training, not real battle. But every commander has an opportunity to reduce the conventionality to a minimum and make the situation at drills and exercises resemble real battle.

The ability to make each training period and exercise maximally effective unquestionably depends in large part on the officer's experience and methodological training and on how creatively he approaches the organization of combat training for subordinates, how fully he considers the distinctive features of modern battle.

The radar company commanded by Sr Lt I. Doroshenko once did quite poorly at a tactical exercise. At the critical moment the crew could not take the psychological load and information on one of the important targets was sent to the missile command point much too late. As a result, the commander did not adopt a plan to destroy the target in time.

During the review of this situation it came out that when organizing combat training Senior Lieutenant Dorshenko underestimated the capabilities of the air enemy. His radar and radiotelegraph operators were

drilled in conditions which did not demand maximum concentration of effort, will, and abilities.

After the exercise Doroshenko took steps to eliminate these problems. Subsequently, however, the radar operators broke down several times more in complex conditions. This reflected the fact that the company commander had not fully considered the characteristics of modern battle and was unable to mobilize the efforts and capabilities of personnel for comprehensive performance of combat training missions. Only thoughtful, purposeful work by the unit commander and staff with officers of the company finally brought positive results. The company officers began to look for reserves and use them more actively, to study and introduce progressive practices, and to make the tactical setting at training periods and drills closer to real battle conditions.

Everyone knows that mechanically using accumulated know-how, without considering specific conditions, is no guarantee of success. It is different when the commander is able to choose what is most valuable and effective in the experience for his particular conditions and apply it creatively in practical work. This ability is developed by thorough analysis of the training process and systematic collection and interpretation of information that characterizes the state of combat readiness of the subunit or unit. Therefore, the commander must also be a researcher, able to test a particular tactical procedure in practice, identify the "weak link," and determine an effective way to perform the combat training mission.

Once during exercises with participation by missile and radar troops several subunits received a number of poor marks. At first glance, however, combat training in them was well organized and most of the leading specialists, chiefly radar operators, had high class ratings. Staff officers from the unit had to do a good deal of investigation to find the true reason for this situation.

What did it prove to be? The air situation created at drills by simulation equipment failed to correspond to real conditions in many ways. It did not take account of the topography and actual flight profiles of aircraft and it did not provide an instructive tactical setting. The simulated low-flying target, for example, did not resemble an actual one at all, not in the configuration of the marker and not in the nature of the image on the radar screens.

The situation had to be corrected on an operational basis. Efficiency workers were called in. They took the job very seriously and made maximum use of statements made to them earlier by methodologists concerning training facilities. Corrections were also made in the method of using simulation equipment. All this made it possible to improve the skills of the personnel quite quickly.

Unfortunately, not all commanders take pains to see that the air enemy at exercises behaves just as he would in real battle. Sometimes the only thing the officer is worried about is whether his subordinates will get a high mark. He does not care so much how they do it. Such a commander will be tolerant of simplifications and indulgence.

The following was observed at a certain exercise. According to the input the enemy had used weapons of mass destruction. The crews showed what losses might take place among personnel and how much combat equipment would be knocked out. But what did it look like in fact? All the equipment remained in place, combat-ready and functioning smoothly. It is true that some of the specialists were declared "disabled," but they also stayed there, in the booths, and helped their comrades with advice. What is the value of a high mark obtained under such simplified conditions?

Needless to say, this case was severely criticized both at the exercise review and at a party meeting.

No, we cannot be pleased by success attained at an exercise against a weak enemy. Experience teaches that personnel skills and teamwork are better where simplification and indulgence have been excluded, where the "enemy" operates just as if it were actual battle. Each commander and staff should approach the organization of drills and exercise with this in mind.

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NAVAL UNITS: TRAINING AND RELATED ACTIVITIES

Missile Crew Training

Moscow KRASNAYA ZVEZDA in Russian 3 Feb 80 p 1

[Article by Capt 3d Rank A. Shkurkin: "Before Commanding -- 'Fire'"]

[Text] Sr Lt O. Filinov extended his hand for the hundredth time toward the overhead, toward the nickel-plated fan housing. Groping for the handle with fingers damp from exertion, he remembered that the fan vent had been wide open for quite some time. But the fan's even humming was bringing no relief. It was hot, not because of the high temperature but from the work.

The men of the excellent-rated missile battery under the command of Senior Lieutenant Filinov had just successfully executed a mock firing. But the drill was continuing. They heard the ship's commanding officer, Capt 3d Rank V. Kornyushko, who was following the missile exercise on monitoring instruments, order over the intercom: "Commander of Combat Department 2, make the situation more complex!"

Sr Lt A. Chizhov, commander of the combat department, will get the job done. He is one of the most methodologically highly trained officers of the escort ship "Neukrotimyy." Chizhov possesses full mastery of the entire aggregate of techniques of making a training situation close to actual combat. With the aid of a special simulator, which makes it possible to simulate various naval combat situations, he reproduces on the screens manned by the operators various targets with complex parameters and now and again tests his men with unexpected scenario changes specifying various equipment malfunctions. But at the present time interference is causing the missile crews particular problems. A thick silvery cloud obscures the radarscope, making it difficult to track the tiny target return!

Nevertheless Sr Lt O. Filinov, Warrant Officer V. Zavadskiy and the other missile crew members were performing confidently, tracking the target without interruption. A contributing element was the wealth of experience amassed by the men during the ocean cruise from which the "Neukrotimyy"

had recently returned. The men had efficiently utilized every mile of that cruise for training.

They had drilled with the assistance of the simulator, like today, and with general quarters, when various air targets appeared. Particularly valuable was the fact that all the combat training of the missile personnel was permeated with a spirit of competition. At the end of the cruise they would be performing a complex missile firing. And during the entire cruise there was vigorous rivalry between the batteries of Sr Lts O. Filinov and V. Arkhipov for the honor of performing it. Filinov's men ended up slightly ahead. They justified the lofty title of socialist competition leader -- they performed the missile firing with a mark of excellent, as if crowning the escort ship's cruise.

Here is an interesting detail. When the crew was honoring the winners, the cooks, following naval tradition, baked them a pie. On top of the pie they placed a star with the letter "P" in the middle -- like that painted on the flying bridge when a ship wins a prize for missile firing.

The hint was not difficult to get. The missile crew paid heed to it. They not only did not rest on their laurels but worked even harder in the campaign to improve the qualitative indices of training.

...A high-speed low-flying target appeared on the scopes. The men quickly locked on and commenced tracking, surpassing performance standards. Another simulated missile firing was successful!

The drill was completed, but training was not over. The missile crews do not limit themselves merely to the obvious results -- whether a "firing" was successful or unsuccessful, whether combat performance standards have or have not been met. Monitoring data are also taken into account at the critique and when figuring up competition results. The entire story of the attack is recorded in detail with electronic symbols, including the tiniest errors on the part of each operator. And officers Kornyushko, Chizhov, and Filinov exactingly analyze each of these errors, even those which do not affect the outcome of the mock engagement at all. How could they do otherwise? Only in this manner is truly excellent quality of combat training performance achieved.

..."Fire" is a short word. Only four letters. But in order that a ship's commanding officer can say it with confidence, guiding a missile to the target, much energy must be expended in training drills.

Aviation Maintenance Problems

Moscow KRASNAYA ZVEZDA in Russian 6 Feb 80 p 2

[Article by Lt Col V. Kaz'min, KRASNAYA ZVEZDA correspondent, Red-Banner Northern Fleet: "There Could Have Been No Offense"]

[Text] 'Number 7 again? That aircraft has caused our maintenance people a lot of trouble," stated Engr-Lt Col A. Cmyka, deputy chief aviation

engineer of the Northern Fleet, glancing at his records. "Has there been faulty work in the past?" There has....

It was for good reason that I asked about faulty maintenance work on No 7. The editors had received a long letter filled with bitterness, resentment, and worried concern for the common cause. "The specialists had not had time," reported Engr-Maj Ye. Zarudnev, "to correct the defects discovered by one commission when instructions were received from our chief engineer, officer R. Nasyrov, acting chief of the aircraft maintenance enterprise, to present the aircraft for inspection. They inspected it and passed it on, contrary to regulations, to the next maintenance section. I informed Nasyrov several times that problems had not been corrected, but he ignored me. Not only that, at the first opportunity he got even with me for my persistence. This happened after I had raised objections to violations of maintenance procedures which they were trying to make me commit when replacing leaky fuel tanks on the aircraft...."

Engineer-Lieutenant Colonel Chayka had a brief comment about the author of the letter: "A worker. Persistent, even when he is wrong."

Yevgeniy Fedorovich had advanced up the difficult ladder from aircraft technician to senior engineer. The following fact was cited in his most recent efficiency report: out of eight aircraft turned over by Zarudnev during a specified period, seven were graded excellent — and only one was graded good. This is an excellent indicator of quality work. There are dozens of commendations, but he has also committed disciplinary infractions. For example, he has been tactless in dealing with fellow personnel. Yevgeniy Fedorovich has a quick temper, which is also noted in the efficiency report. The overall assessment, however, was positive: deserving of promotion to position of production chief. Some people were even saying that after one of the officers was discharged into the reserves, Zarudnev might even be appointed to a higher position -- enterprise chief engineer. But another officer was appointed to this position -- Engr-Maj R. Nasyrov. Although he is younger than Yevgeniy Fedorovich, he is also a highly-qualified specialist.

As it happened, soon after taking up his new duty assignment, Nasyrov had temporarily to perform the duties of enterprise chief. Rashit Raufovich resolutely set about this task. And circumstances required vigorous action: the quarterly maintenance and repair work plan was being completed. At the same time new types of repair and overhaul were being set up in the shops. Initially problems of coordination arose, chiefly due to deficiencies in supply.

Nasyrov was not to blame for this. He had been performing the duties of this job only for a few days, but he did everything he could to ensure smooth operations and tried to get the supply people moving. Nevertheless sometimes the enterprise would receive short-supply parts with a delay. Therefore at several stages of overhaul on No 7, certain installation jobs remained uncompleted.

Pendantically following the rule established at the enterprise, Nashit Raufovich of course had a right to prohibit the aircraft from being transferred from one section to the next until the deficiencies at each stage were fully corrected. But he proceeded differently. In order to avoid excessive down time, he took a chance: he ordered repair operations to be performed according to the schedule and to complete at a later time everything the specialists were unable to do immediately because of a lack of parts, while mostly monitoring and verifying correction of problems. This was without question dictated by the best interests of the matter and the demands of combat readiness. Nasyrov was counting on his experienced specialists and their assistance, including Engineer-Major Zarudnev.

But what was Yevgeniy Fedorovich's response? Unfortunately his jealousy was aroused by the fact that he had been bypassed on the promotional ladder. There is certainly nothing wrong with the fact that he, a capable specialist, good worker and party activist, was counting on a promotion. Who doesn't? One's behavior when one's hopes have not materialized, however, is another thing altogether.

Zarudnev was unable immediately to stifle his feelings of insult and injury. This was the reason why he took an incorrect position regarding settlement of a number of questions pertaining to repairing aircraft No 7. No parts? That is not our business; let the chief engineer take care of that department, since he is now in charge.

Or take the matter to which Zarudnev refers in his letter when he states that he was "pushed" into violating proper procedures in replacing fuel tanks. What actually happened? It was not at noon, as Zarudnev first claimed, but much earlier, at about 1000 hours, that specialists working under him spotted signs of kerosene leaks under the aircraft's wing. And he, an experienced engineer, of course realized immediately that in order to determine the cause it was necessary to unbutton the panels, for that is the only way to get to the fuel tanks. And the sooner the better: it is a laborious operation. But he initially "dickered" with the chief of the adjoining shop, attempting to push off on him responsibility for this job. He would not agree, and two hours were lost in the process. Finally, when Zarudnev was to head a team of specialists assigned to find and correct the causes of the leaking, Yevgeniy Fedorovich, unhappy with his job assignment, failed to display efficiency in organizing the work. His superior was right in upbraiding him for this. And what was the outcome? Instead of rising above petty resentment for the sake of the common cause, Yevgeniy Fedorovich took the attitude that he had more experience and know-how and had nothing to learn. He hotly defended this opinion, although, as it turned out, he was incorrect in his interpretation of a number of requirements of the procedural regulations.

No, it was by no means for revenge that Engineer-Major Nasyrov later reprimanded him, but rather for poor performance.

Unfortunately Yevgeniy Fedorovich did not understand this at first. There is a popular saying that resentment is a poor counselor. But judging from a number of facts, it was precisely resentment which impelled him to attempt to make his young boss pay for his strict demandingness. Here is what happened. Engineer-Major Nasyrov gave him permission over the telephone to permit the aircrew to take the aircraft up. It was a rash decision -- regulations called for first signing an inspection form. In this instance Yevgeniy Fedorovich would have been entirely correct in displaying firm inflexibility and genuine high-principledness. But he released the aircraft, while retaining the unsigned inspection form in order later, when a favorable opportunity arose, to get his new boss into trouble.

And yet high-principledness presupposes observance of honesty and integrity not only before others but also when one is not in public scrutiny. Only an officer who is guided at all times and in all things by a sense of duty and honor is capable of immediately turning away from the temptation to compromise with his own conscience and a bitter feeling of envy toward a promoted colleague. Any heart can be pricked by the splinter of resentment. But he who approaches in a party manner his assessment of life situations and places the interests of the common cause above all else has an easier time removing this splinter.

Zarudnev's older comrades should have sensed his feelings and attitude and should have promptly explained to him the reason for the decision to promote to a higher position not him but another person. Later, when he brought his resentment to the political section, they should have shown greater sensitivity toward him. What did they do? He was received by deputy political section chief Lt Col Ye. Brazhnikov, who issued a recommendation that the enterprise party organization secretary look into the matter. But in the press of work the latter took his time getting around to it, and subsequently he totally forgot about Zarudnev's complaint.

As it turned out, this lack of attention aggravated the resentment. And this could have been avoided if the party members at the aircraft repair enterprise had rigorously followed the Lenin tradition: no tolerance toward deficiencies and mistakes, with the deepest respect toward one's fellow party member.

Use of Incentives, Punishments

Moscow KRASNAYA ZVEZDA in Russian 7 Feb 80 p 2

[Article by Capt-Lt V. Mel'nikov: "Check It With Regulations"]

[Text] The sonar personnel under the command of master proficiency rated Warrant Officer N. Grankov performed exceptionally well at a naval exercise in the Mediterranean. They succeeded in detecting an "aggressor" submarine under difficult hydrometeorological conditions and were able to classify the contact quickly and precisely, which ensured a successful attack on the target.

The commander of the Mediterranean Squadron, who was on another ship, immediately ordered preparation of certificates and award of valuable gifts to the men who had distinguished themselves. Later, in spite of the gale weather, the admiral flew over to the large ASW ship by helicopter and personally gave each sonar operator a certificate and gift and warmly congratulated them on their success.

The commendations announced by the admiral while the exercise was still in progress and his words of praise inspired the entire ship's company and evoked in the men an endeavor to act with even greater initiative and to stand watch even more vigilantly. That same night the sonar personnel once again did an excellent job.

Nobody is indifferent to a commendation, for this is not simply an evaluation of a person's military labor and skill. It is a moral incentive, which strengthens a person's faith in his own ability and encourages one to work to attain new achievements in combat and political training. A commendation evokes an influx of energy and the desire to carry out a task to the end, and not only in a case where one is thanked for one's work by a senior commander.

After a certain very intensive training drill, the tired men returned to the crew's quarters. Section commander PO 1st Class A. Sluchin noted that some of the young sailors were in low spirits. He then assembled his section, highly praised the men's hard work and commended the most outstanding man, S. Mamedov, for his skillful actions in response to the scenario dictated by the training drill leader. The men's mood began to change; they broke into smiles. A lively discussion began; it was as if all fatigue was gone and they were recharged with energy.

Disciplinary Regulations of the USSR Armed Forces state that every commander shall commend his men for intelligent initiative, zeal, praiseworthy accomplishments and distinguished performance of duties. But unfortunately not all commanders bear this in mind. Team leaders and commanders of sections, crews and posts forget this particularly frequently. And young officers who lack adequate experience in working with others sometimes underrate the indoctrinational effect of commendation. Some believe that their opportunities are limited. Others, although sometimes authorized to commend, do not always correctly apply their authority. And this diminishes the mobilizing role of commendation.

For example, PO 1st Class A. Tornenkov commended Seaman E. Lubikas for excellent performance on watch. The seaman deserved commendation. But in this instance the petty officer should not have commended his subordinate but should have cancelled a previously-levied punishment -- an extra work detail. Unfortunately the subunit commander did not help this petty officer correct his error. There still occur instances where one of the most important principles of disciplinary practice is violated -- commend only the deserving. Some commanders commend their subordinates as a group, without considering the personal contribution of each individual to the common

cause. PO 2d Class V. Skobley commended Sn R. Ten and A.Kravchenko "for company," as they say. First these men violated equipment operating procedures, and then, together with other enlisted personnel, worked vigorously to correct the situation. The petty officer noticed these vigorous efforts but could not bring himself to discipline them properly for disregarding regulation-specified procedures.

The motivational effect of praise is also diminished in those cases where in every situation a commander utilizes one and the same form of commendation. We could cite many examples where even experienced officers have limited themselves to a formal commendation, without employing such effective forms as letters to the men's parents, award of testimonials, reward with extra liberty, etc. I observed such a situation in the combat department in which Sr Lt V. Kazachenko served as political worker. And yet intelligent utilization of moral incentives promotes creation of an atmosphere of friendship and mutual assistence, an innovative attitude toward military labor, intolerance toward unnecessary relaxation of demands, and increases activeness on the part of military personnel.

An example of this is the warship subunit in which Capt 3d Rank V. Nachalov serves as deputy commander for political affairs. In this subunit the commanding officer, the party and Komsomol organizations display constant concern to ensure that each and every officer, warrant officer, and petty officer with men under them have the ability to exercise in a methodologically correct manner their authority to reward and punish, seriously and with thought, approaching personnel labor incentives taking into consideration military education science and psychology. This produces pretty fair results and is one of the reasons why that subunit has remained for a long time a right-flanker in socialist competition in the unit.

The mobilizing force of reward is great. The commander, however, must also bear in mind the role of such an indoctrinational instrument as punishment. Strictness and intolerance toward the slightest violations of the demands of the oath and military regulations have always distinguished our finest commanders. But a serious mistake is being made by that officer, warrant officer, and petty officer who "chops off at the shoulder," who hastens to punish a subordinate fully without going into the circumstances behind an infraction and without taking into consideration the man's character and his previous conduct. Punishment in anger has no educational effect.

Sr Lt V. Pavlov was considered incorrigible. Within a short period of time his superior imposed six disciplinary punishments on him. This officer's next rank promotion was held back. The punishments, coming one after another, each more severe than the previous one, deprived the young officer of hope of correction.

But then a new commanding officer was assigned to the ship. He had several long talks with Senior Lieutenant Pavlov and determined that this young officer knew his occupational specialty quite well. Previously the subunit under his command had been excellent-rated and on several occasions

had been the ship's top subunit based on training and competition results. The new commanding officer took all this into account and endeavored to help Pavlov come out of the psychological "blind alley," to examine his own behavior in a critical manner and to gain confidence in his own ability and in the possibility of exemplary service. When Pavlov did an excellent job on a mock combat problem, the commander reversed one of the punishments. Later a second punishment was removed from Pavlov for initiative displayed. This officer regained an active interest in military service; he became noticeably more disciplined and self-controlled.

Each disciplinary punishment as an indoctrination measure becomes effective when it is in conformity with the degree of culpability. And if punishment is announced, it should be executed without delay, and in exceptional cases not later than one month after punishment is specified. Unfortunately this rule is violated, which is fraught with serious consequences to morale.

The ship's commanding officer immediately sentenced Warrant Officer A. Pochtar' to 72 hours confinement in the brig for a violation of military discipline. Pochtar' himself, however, showed considerable indifference toward this punishment, and his colleagues' response was a grin. This was understandable, since the warrant officer had been sentenced on several occasions to punishment of 72 hours in the brig, but Pochtar' had not spent a single minute there: either the captain would forget to execute the punishment or the warrant officer's services would suddenly be badly needed on the ship. It is true that on one occasion he was even escorted as far as the brig, but then i t w a s determined that he had the wrong "gear," and that his uniform was not in order. Therefore the severe punishment was not executed a single time. And contrary to regulations, nobody was made to bear responsibility for this. It is for this reason that such "severity" evokes an ironic smile from the men.

Experience indicates that procedure as laid down by regulations is more firmly adhered to in those units where a comprehensive approach to the entire business of indoctrinating personnel is employed and where, in particular, all officers, warrant officers and petty officers take part in disciplinary practice.

Commendation and punishment are reliable incentives for strengthening military discipline and an important means of indoctrinating personnel. It is the duty and obligation of commanders of all echelons to utilize them as fully and effectively as possible, fully in conformity with regulations and with the principles of military education science and psychology.

On the 'Kiev'

Moscow KRASNAYA ZVEZDA in Russian 9 Feb 80 p 1

[Article by Capt 2d Rank E. Kal'yanov, on board the cruiser "Kiev": "Search"]

[Text] A wind-pushed, sharp-peaked wave lashed the ship, causing the hull to shake ponderously and the deck to shudder underfoot. And this was the

deck of a huge ship -- an ASW cruiser. Winter was in command even on the Mediterranean. The weather was greatly complicating the conditions of combat training, especially the mock submarine search being conducted by the ASW cruiser "Kiev" with a group of warships. The heavy swell was worsening the sea's hydrology, increasing a submarine's chances of remaining undetected.

Capt-Lt V. Kononenko, head of the navigation department, marked on the chart the area where the submarine was probably located and communicated appropriate data to the sonar operators. The sonarman-warrant officer was the first to stand sonar watch. The commander of Capt-Lt V. Chumakov's sonar operator group had his reasons for this. At that moment when the probability of submarine detection would be the greatest, section commander PO 1st Class V. Kozlov would take over. As specialists the warrant officer and petty officer are practically one another's equal. But Kozlov has an acuter sense of space, which helps him form a more precise picture of what is taking place under the surface when there is no helicopter assistance.

Captain-Lieutenant Chumakov always takes precisely into consideration the psychological element of every search operation and works innovatively with the operators, endeavoring to make maximum use of their individual qualities. On the eve of the exercise this officer sat over his figures for a long time, making rough calculations, proceeding from the developing situation, on the probability that a submarine would be located at various depths, submarine search modes, and detection range.... Now his theoretical calculations were being verified by practical actions.

The watch changed. Petty officer first class Kozlov took his place at the sonar console. There was no target as yet. This is the most difficult part of a sonar operator's job -- to listen for hours on end to the monotonous sound of the outgoing impulses and to see the electron scanning beam keep marking the same plot on the scope, while keeping from becoming distracted or even letting one's thoughts wander for even a moment.

Kozlov detected a target as the ship was setting a new course. The submarine was running deep, under a "discontinuity" layer. It seemed that luck was a factor in the detection. But the sonar operator was sure that Captain-Lieutenant Chumakov's preliminary calculations had played a part, just as Chumakov has faith in the petty officer's special abilities. Indeed, Kozlov had "acquired" the submarine at the maximum range of which the sonar was capable in the given instance. The submariners evidently had not been expecting this, but sensing that they had been detected, they employed one maneuver after another.... But all was in vain. The sonar operators maintained good contact with the target. In actual combat this would be sufficient in order for the other elements of the ship's ASW team to go into action, and the submarine would be destroyed.

But the exercise continued. The detachment commander had contact with the submarine passed over to a large ASW ship, while the cruiser "Kiev" headed

for a new area to employ its "long arm" -- to search for another submarine with the aid of ASW helicopters. Chances were not too good, as bad weather was forecast.

Nevertheless it was decided on the spot to continue execution of the designated plan. The first pair of helicopters took to the air, followed by a second pair.... The helicopters lifted off the rolling deck, described a wide arc, and headed off on the designated course. The first two helicopters were piloted by Majs V. Semkin and V. Lyubar'. Both were veterans in over-water operations and had been on numerous extended cruises. Both are excellent indoctrinators of young pilots.

Shipboard specialists maintain continuous surveillance of the helicopters. One can state without exaggeration that hundreds of persons take part in supporting the flight operations of these aircraft. The navigation department computed a cruiser course and speed which provide maximum favorable conditions for helicopter takeoff and landing. Then the navigators continuously adjust the ship's course and speed to ensure that they are the most favorable for air operations. The cruiser's radar operators monitor the air situation and maintain surveillance on each helicopter in the air. The communication department specialists work most closely with the airmen. Air operations would be totally impossible without communications, just the same as if the engineering department did not provide the ship and hanger facilities with electricity and heat.

The hundreds of specialists on an ASW cruiser are closely interlinked. Performance of the simplest task demands of them a high degree of mutual understanding, mutual confidence, and precision operation of the highly-complex "crew-ship" system.

"What is fundamentally new about our cruiser," stated Capt 2d Rank A. Penkin, the ship's deputy commander for political affairs, "is not only its modern weapons and complex technical systems. It also lies in the fact that the ship carries many new specialist elements which were previously unknown in the navy. And modern ASW search is not merely a matter of developing skills but also mutual coordination and improvement in organization of shipboard life and a smoothly-running ship's company."

A report from Maj V. Lyubar' that buoys had been dropped was forwarded to the bridge.

"Return to the ship," ordered the flight operations officer. "Keep alert."

One of the buoys set out by the helicopters indicated contact. Another submarine had been detected. Neither the winter foul weather nor the heavy winds of the Mediterranean had proven to be a hindrance.

Importance of Combat Traditions

Moscow KRASNAYA ZVEZDA in Russian 10 Feb 80 p 2

[Article by Rear Admiral I. Petrov, Chief, Propaganda and Agitation Division, Deputy Chief of the Political Directorate of the Navy: "Coordinates of Glory: Our Military Traditions"]

[Text] I recall the northern garrison where over the bay stands a monument to submariners. It is difficult to state today who was the first captain to take his crew to the memorial on the eve of an extended ocean cruise. But since that time, more than 10 years now, bidding farewell to the homeland by submariners begins with a ritual which has become a tradition.

Modest bunches of flowers in the summer and conifer "bouquets" in the winter are placed before the bas-relief figures of Heroes of the Soviet Union M. Gadzhiyev, I. Kolyshkin and others. At a rally the men speak from the heart their innermost feelings and swear to stand up with honor to the ocean's test, to carry out the orders of the homeland, and to be worthy successors to the fame of the men of the Northern Fleet.

There has never been a case of a word which has been given here diverging from deed. Nuclear-powered submarines which have steamed out of this bay have traveled to the North Pole, have crossed the Arctic under the ice, and have accomplished record cruises in distance and duration.

Of course it would be an oversimplification to state that this success is an outright result of the rally held at the submariner memorial. But it would be equally so to deny any link between them. Within each and every one of us there is a need for solemn, stern military rituals. Many of them possess enormous emotional effect.

Are we always able to utilize this great force for indoctrination of military personnel? Are we able with wisdom and solicitude to nurture those feelings aroused in a serviceman's heart during such rituals?

Let us look for the answers in life.

Regardless of the fleet in which a sailor serves, he is familiar with the term "coordinates of glory." These coordinates are placed on maps carried on every warship. As an illustration, a navigation officer in the Northern Fleet knows that a point with coordinates 69°34' North Latitude and 33°39' East Longitude is the location of the last battle fought by the escort ship "Tuman." On 10 August 1941 the "Tuman" was on patrol. In order to prevent the enemy from approaching our shores, the ship's commanding officer, Sr Lt L. Shestakov, entered unequal combat with three fascist destroyers. The "Tuman" continued firing until it went down.

Maps also show the point where Twice Hero of the Soviet Union fighter pilot Lt Col B. Safonov was killed, and the location where the icebreaker

"A. Sibiryakov," spotting the heavy cruiser "Admiral Scheer," reported by radio that this fascist raider had penetrated through to our Arctic sea lines of communication, and then engaged it in combat. There are also other coordinates of glory in the Arctic.

The navigation officer in the Baltic Fleet knows that a line joining Taran and Rozeve lights in the Bay of Danzig runs through those waters where the submarine S-13, under the command of Capt 3d Rank A. Marinesko, sent to the bottom the fascist passenger liner "Wilhelm Gustlow." Thousands of members of the SS and submariners went down with it.

The ships of the Black Sea honor the heroes of the destroyer leader "Khar'kov," the destroyers "Besposhchadnyy," "Frunze," and others.

When a ship reaches a distance of 5 cables from the location at which military honors are to be given, assembly is sounded. All personnel not on watch assemble on the main deck. The boatswain sounds his pipe. The Soviet naval ensign is lowered to half mast. This is the glory coordinates ritual procedure specified in Naval Regulations.

Correct procedures are being followed by those commanders and political workers who utilize solemn rituals for acquainting personnel more thoroughly with the history of the navy and its traditions, which date back to Hangö, Cesme, and Navarino. For example, when a surface ship was in the area where the Battle of Tsushima took place, the combined unit commander related to the men the boundless courage of the Russian sailors and called upon personnel to achieve further improvement in military proficiency. A wreath was lowered onto the water. Those present at the rally sang with great spirit and inspiration the songs "Dvoryag" and "In the Distant Tsushima Strait."

One can find in any fleet examples of successful utilization of examples of war heroism, skilled linking of rituals with the tasks of further increasing the combat readiness of ships and units, and indoctrination of naval personnel in a spirit of love of the socialist homeland, dedication to the cause of the Communist Party, and faithfulness to the demands of the oath and military duty. This work is being performed on an increasingly broader scale in connection with preparations to celebrate the 35th anniversary of the Great Victory.

On board a certain excellent-rated escort ship it has become a tradition to dedicate cruises to a Northern Fleet hero. The radio newspaper and agitators acquaint the men with the deeds of the hero and relate war stories. Following performance of combat training tasks, competition winners are announced in a solemn ceremony. These activities organically link combat traditions with daily military routine and provide our youth with lofty moral reference points.

Interesting rituals have been adopted in the unit to which the submarine "Ul'yanovskiy Komsomolets" belongs. Before putting to sea the crews hold a solemn ceremony at the Glory Monument. While at sea tape recordings are piped into the compartments, containing statements made by war veterans, including parents whose children are currently serving in the military.

There are many such activities, but unfortunately there are also weak spots in this area.

First of all, let us ask a simple question: does each and every officer, warrant officer, petty officer and enlisted man know the coordinates of glory at least in his fleet's theater? Can each man say what heroic deed they immortalize?

Unfortunately the answer is no. Why?

First and foremost it is evidently because certain commanders and political workers fail to adequately appreciate the importance of indoctrination in traditions and neglect rituals. Unfortunately not on every ship prior to putting to sea do they take a look at the map where the coordinates of glory are marked. At times a ship will cross one of these sacred locations, and nobody in the crew other than the navigation officer is aware of this.

It is sad to relate. No Soviet serviceman will pass by the Tomb of the Unknown Soldier without saluting the Eternal Flame. No serviceman will pass by without saluting the unit's colors or naval ensign. There is no eternal flame above the head of those who perished at sea while defending the homeland, and refusing to strike their colors. But they have earned the eternal admiration of succeeding generations and the eternal flame of our love. We shall not forget that for the fighting men of the sea this is not only a combat training ground but also a unique memorial.

One might also consider the following facts. During the Great Patriotic War many festive, bright, brisk and cheerful rituals were born and have been passed on to the present generation of Soviet servicemen. These include salutes in honor of great victories, send-offs on cruises, and official ceremonies honoring the victors in base.

Proper attention must be paid to this. It was impossible to fight the enemy when governed only by feelings of grief, dejection and fury. The Soviet citizen remained a human being in war, faced by mortal danger. One of the elements behind his gaining victory was the fact that within him, alongside hatred toward the enemy, there was love of the homeland, of his ship, regiment, and commander. The rituals of the war years embodied this spiritual unity of army and people, brothers in arms, comrades of forecastle, compartment, and foxhole.

It is quite natural that today official warship send-off and welcoming ceremonies are widely practiced in the navy. Trials against the elements, to which warships are subjected in the World Ocean, are at times akin to the trials of combat. The very distance and duration of blue-water cruises greatly exceed those of wartime cruises.

Unit and combined unit commanders remember to come down to the dock to see a crew off or to receive a ship captain's report of completion of the missions of an extended cruise, and to commend the men for their staunchness, fortitude and proficiency. This is their professional and moral duty, and it is in the final analysis tradition.

But unfortunately life also provides examples of a different kind. The large guided missile ship "Smelyy" returned from an extended cruise. Who was there to welcome it? Only medical personnel. There were no people from headquarters and the political section, let alone a band, at the dock to greet them. Most probably the loss in morale to those who return to their home base and encounter such indifference is irreversible.

The cohesion and solidarity of a ship's company, a high degree of discipline, and mutual understanding between commanders and subordinates are an essential element of moral-psychological training and an important component of a ship's combat readiness. Military rituals and their skillful utilization accelerate attainment of these goals.

We should emphasize that the great majority of navy rituals derive from tradition, constituting a formal, graphic, clear manifestation of this tradition. Without this organic relationship they degenerate into a barren display. And since we are on the subject of crew cohesiveness and solidarity, we must mention the particular importance of combat experience and the rituals which derive from it. There are many such rituals. These include acquainting new personnel with the history of a warship and the traditions of the crew. These include standing one's first watch. These also include a patron relationship between the veterans and the young men who will be replacing them. It also includes reading before the assembled men letters of commendation to the parents of the top-performing personnel. It includes formal awarding of medals and decorations, badges of military valor, and testimonials.... Such rituals are unique landmarks which mark a serviceman's movement through service, help military personnel emulate worthy models, and help maintain enthusiasm and zeal. They demand an atmosphere of comradeship and solicitude toward each individual on the part of commanders and activists, and in turn promote maintenance of such an atmosphere in the military unit.

Let us recall the famed crew of the guards destroyer "Gremyashchiy," headed by Hero of the Soviet Union A. Gurin, who subsequently rose to the rank of rear admiral. This outstanding commander skillfully utilized the above-listed rituals to unify his crew; he considered it his duty to take part in them and demanded the same of his officers. Anybody on the "Gremyashchiy" who shunned this work and kept his distance from the men was given a hard time.

And yet even today not all commanders sagaciously see, in the Gurin manner, the living link between rituals, solicitude toward the men, and success in combat training. Efforts to unify the crew on the ship under the command of officer V. Kosyak, for example, suffer from serious deficiencies. They have not yet totally eliminated cases of disciplinary infractions, and some officers are poorly acquainted with their men. It is true that recently the commander and party organization have been devoting greater attention to these problems than in the past. We believe that enrichment of the indoctrination process with military rituals and comprehensive utilization of combat experience and the recommendations of military education science and psychology will help a ship's commanding officer increase the effectiveness of efforts aimed at unifying the crew.

Warships put to sea on national holidays.

Garlands are lowered over the side onto the water, to be carried away by the swell.

But the garlands of our memory of those who have given their lives for the homeland are eternal.

Mine-Disarming Episode Described

Moscow KRASNAYA ZVEZDA in Russian 13 Feb 80 p 1

[Article by KRASNAYA ZVEZDA correspondent: "Explosion in the Ocean"]

[Text] The minesweeper was returning to base when the following message was received by radio: a mine had been caught in the net of the seiner "Rovesnik."

Altering its course, the naval ship rushed to the fishermen's aid. The seiner's crew had abandoned ship, except for a skeleton operating crew. A boat put out from the minesweeper, accompanied by a raft carrying a demolition team, and approached the fishing vessel, where they could see the mine tangled in the raised net.

The sailors, under the command of subunit underwater weapons officer Capt-Lt S. Sagitov, proceeded with the hazardous job. The conditions in which they would be disarming the mine were difficult. A swell was running, the seiner's sides were sheathed in ice, darkness was fast approaching, and the wet life jackets were becoming coated with ice, restricting movement. An inertia detonator and the explosive charge could be seen through gaping holes which had rusted through the mine case in several places. The officer thought to himself as he inspected the lethal device: "You drifted along the sea floor a long time before getting into these shallow waters."

The captain-lieutenant climbed down onto the raft and carefully placed onto it the mine, which was lowered by his men.

The raft submerged. Only the upper part of the mine could be seen on the water's surface. Up to his knees in the icy water and struggling to keep his balance in the swell, Sagitov secured the mine with capron ties. He then attached a blasting cap, another one to make sure, and ordered the men in the boat to pull the raft away from the fishing vessel.

Thirty minutes later the officer lit the end of the blasting fuse. The seiner, without turning, withdrew to a safe distance.

Soon a harmless blast reverberated over the ocean.

Capt-Lt S. Sagitov is one of the unit's most experienced specialists and holder of the "For Service to the Homeland in the USSR Armed Forces" decoration, 3d Class. This was the fifth mine rendered harmless by this courageous officer.

Underway Watch Procedures

Moscow KRASNAYA ZVEZDA in Russian 15 Feb 80 p 1

[Unattributed article: "Reliability of Underway Watch"]

[Text] At the end of May 1943 the submarine Sh-422, under the command of Capt 3d Rank F. Vidyayev, was on patrol. Each man was performing duties at his battle station with skill and awareness of personal responsibility which fully ensured reliability of underway watch. And this brought success -- sonar section commander V. Zhuchkov, under conditions of unfavorable sea hydrology, promptly detected the sound of surface ship propellers. It was an enemy convoy. The submarine penetrated the convoy screen and sank a large fascist transport. The enraged enemy proceeded to drop depth charges. But the tactical skill of Captain 3d Rank Vidyayev and the reliable, precision execution of his comments by the men on duty at the controls and equipment enabled the submariners to outsmart the enemy.

One can cite from the history of the Great Patriotic War many examples of reliability of underway watch and immediate readiness of warships for battle upon suddenly and unexpectedly encountering the enemy. The present generation of Soviet navymen, competing to honor in a worthy manner the 110th anniversary of V. I. Lenin's birth and the 35th anniversary of Victory, is skillfully utilizing and persistently building upon the experience of the combat veterans. Deeply aware of their duty to guard the peaceful labor of the Soviet people and to defend socialism, our enlisted personnel, petty officers, warrant officers, and officers are endeavoring to dedicate all their energy and ability to the cause of combat improvement and to raise to a higher level naval proficiency and political conditioning.

Whatever the time of year, ships do not remain long in base. A busy combat training routine is in full swing on board naval ships day and night, on extended voyages. The gale-tossed winter ocean severely and impartially tests the preparedness of the men for action in all, even the most unexpected, abruptly-changing situations. And the quality of performance of complex missions at sea depends in large measure on how reliably the men perform on underway watch, the role of which can scarcely be overstated.

Watch, as is stated in Naval Regulations, is a special type of duty on board ship. Watches are set in those cases when uninterrupted vigilance and continuous manning of stations is required. The watch crews, into which the entire ship's company is divided, ensure combat readiness, the specified course and speed, reliability of observation and communications, as well as precise, safe navigation.

Precision, flawless performance of these difficult duties by all categories of personnel is one of the fundamental conditions for a safe voyage. Watch duties demand of each and every individual a high degree of conscientiousness and a heightened feeling of responsibility. Indoctrination of these qualities is no simple matter, requiring constant attention on the part of commanders, political workers, party and Komsomol organizations. Success depends on many factors. Commander demandingness should be constantly directed toward instilling in personnel who stand underway watch personal responsibility for the overall results of the cruise and the ability quickly to assess a situation, make a correct decision and carry it out. Party-political work should be organized taking into account the concrete situation, the missions being performed on the cruise, and one should endeavor to obtain exemplary performance by Communists and Komsomol members. It is essential, for indoctrinational purposes, skillfully to utilize the advanced know-how of the top-performing personnel and to show intolerance toward any deviation from the demands of regulations, lack of discipline, and diminished vigilance when standing watch. This is always borne in mind, for example, on board the escort ship "Neukrotimyy". The ship's commanding officer, Capt 3d Rank V. Kornyushko, his deputy commander for political affairs, and the party and Komsomol organizations stress matters pertaining to training all categories of personnel for standing watch, focusing special attention on work with watch officers. This results in the crew successfully performing ASW missions, other scheduled and unscheduled tasks, intelligent, precise actions by watch personnel when passing through narrow waters and when passing other ships.

Personnel stand special watches in the combat departments and services under the direct supervision of subunit commanders. The entire watch is under the immediate supervision of the watch officer, who when the ship is under way is subordinate only to the ship's commanding officer or executive officer when the latter is standing in for the ship's commanding officer and is on duty in the command center. The ship's commanding officer must personally handle training of officers to perform this responsible job -- Naval Regulations state that the watch officer shall

be the commanding officer's immediate assistant in matters pertaining to maneuver and weapons employment during unexpected encounters with the enemy.

Leading ship captains proceed in this manner. They thoroughly instruct watch officers, skillfully monitor their actions and analyze them in detail. Before each extended cruise they organize training on board ship on a special program and analyze potential situations. All this helps watch officers master the complex art of ship management and control, the finer points of organization of watch service, and the ability to make maximum use of equipment combat capabilities. It is therefore not surprising that when at sea the subordinates of these commanders, competing for exemplary watch performance and for the title of best watch officer, do not become flustered when the situation becomes suddenly complicated, but make intelligent decisions.

At the same time there still occur instances where adequate attention is not being devoted to training of watch officers. On some ships they are taught simply to repeat the commanding officer's instructions, and are not taught initiative, decisiveness, boldness, and readiness to assume full responsibility for combat training task performance. But the absence of these qualities in watch officers inevitably leads to failure. With a sudden and unexpected scenario change dictated by a situation change, such an officer will be unable promptly to reach a precise decision and give correct instructions to personnel on duty on the most important equipment.

In order to increase the reliability of underway watches, commanders should more fully utilize the role of socialist competition, making an all-out effort to focus it, as noted by Comrade L. I. Brezhnev in his address at the November (1979) CPSU Central Committee Plenum, on qualitative indices. Precisely-organized competition for the best watch, station, and for the title of best watch officer makes it possible, as is indicated by the experience of leading ships, to maintain in the collective an atmosphere of morale where every man endeavors to stand watch today more vigilantly and reliably than yesterday, and tomorrow more reliably than today. Friendly competition helps overcome psychological and physical fatigue and helps maintain a high level of vigilance at all stages of a cruise.

Ocean cruises are a school of courage and skill. On these cruises ships' companies apply maximum efforts in order to accomplish assigned cruise missions efficiently and with high quality. At all latitudes in the World Ocean Soviet naval personnel are reliably performing special service -- underway watch, ensuring the required combat readiness of their ships.

On the 'Zhguchiy'

Moscow KRASNAYA ZVEZDA in Russian 17 Feb 80 p 2

[Article by Capt 1st Rank G. Savichev, KRASNAYA ZVEZDA special correspondent: "Do Not Stop on the Way"]

[Text] "You are taking over a fine ship. I wish you all the best in maintaining it at the achieved level."

"Of course it will not be easy to maintain the achieved level and even more difficult to exceed it," Kibkalo thought to himself, but he kept silent, since this was not the first person to tell him he had lucked out. Many of those who had learned of his assignment as commanding officer of the large ASW ship "Zhguchiy" said approximately the same thing: with such a crew, things can be accomplished. They have a genuine navy spirit.

Indeed, the crew of the "Zhguchiy" was extremely cohesive. It was also noted for success in combat training. The majority of missile firings performed by the "Zhguchiy" had been successful. All this was pleasing to the new commanding officer. But a thought kept bothering him: "What is there left for me? To rest on somebody else's laurels? But if I immediately begin reorganizing everything in my own way, I could be doing things wrong. No, I must approach everything with careful consideration."

His first acquaintance with the crew, and particularly with the officers, indicated that the ship's company was a solid one. Success had unified all personnel. At the same time he also noticed certain details which, in the view of the new commanding officer, required a different approach.

Once he was checking through group exercise documents. These documents, prepared by the commanders of the combat departments and the chiefs of services, were competently done, but in some of them the commanding officer did not perceive lively thinking. In his opinion they were written without innovative inspiration.

"You see," stated Captain-Lieutenant Fedosov, deputy commander for political affairs, in whom Kibkalo confided his doubts, "I also noticed a decline in innovativeness in the work of some officers, but I have not yet been able to get to the real causes."

Kibkalo is an officer of action, a man of energy. It is extremely difficult for him to mark time. He wants to see the same quality in his subordinates. Therefore the political worker's observations strengthened his desire to look into the causes: "What is the matter here?" the captain kept asking himself.

A thorough study of the performance of each officer convinced him that indeed enthusiasm was lacking in some. They showed no fervent energy in

their work. In general things were proceeding fairly well, but there was lacking an innovative approach to their duties.

It seems that both the captain and his deputy commander for political affairs arrived simultaneously at an answer to this question. They reached the same conclusion that one of the factors involved was that some of the officers were stuck in their jobs. They had not received a promotion for years. They could see no future, and therefore their work lacked inspiration.

"Of course," said Kibkalo to Aleksandr Viktorovich Fedosov, "our main job in boosting vigor and innovation in the activities of these officers should consist not in concern for their promotion, but this should not be ignored."

Thoroughly studying the state of affairs, he went to the combined unit commander with a request that Captain-Lieutenant Akent'yev be promoted.

"But he is your best officer," replied the rear admiral. "Don't you want to keep him? Other ships are not anxious to let such officers as Akent'yev go."

"I am submitting this request precisely because he is the best. The conclusion on his efficiency report should be implemented. I believe there will be double benefit. Akent'yev will carry the advanced know-how of the "Zhguchiy" to another ship, and the other officers will see that promotion is guaranteed for those who always work hard."

Orders were received, assigning Capt-Lt Yuriy Igor'yevich Akent'yev to another ship, with a promotion.

"Of course nothing astounding has happened," one of the officers said to the captain, "but, you know, it's like a breath of fresh air."

The commanding officer of the "Zhguchiy" was about to make a tour of inspection of the ship. He donned coveralls and gloves, and took a flashlight. He made inspection rounds on a daily basis, but today he would be particularly thorough. He went into the very bowels of the ship, as they say, which to the uninitiated might seem a labyrinth, which one can enter but from which one cannot find a way out.

Kibkalo, in spite of the fact that he had been assigned to the "Zhguchiy" comparatively recently, already knew the ship inside out. And every inspection tour of the ship enabled the captain to gain better knowledge of the concerns of the crew and what problems needed solving, because beyond the particular one can frequently see the general.

In the boiler room a young seaman strode toward him to report. The captain cast a critical look about the room. He noted to himself: "Things are in excellent order," but asked aloud: "Has this boiler ever had any problems?"

"I don't know," the seaman replied.

Later, in his quarters, Kibkalo recalled this incident. He then summoned Engineer-Captain-Lieutenant Fedorov, engineering officer.

"Boris Pavlovich, why do you suppose that seaman is not familiar with the boiler's operating history?"

"As you saw, he possesses excellent knowledge of operating regulations and procedures," replied Fedorov. "I do not believe he really needs to know the operating history."

"You are wrong," Kibkalo softly replied. "To know the operating history means to take into consideration typical malfunctions which have occurred at some time on this boiler and, consequently, to be able to prevent them in a timely manner. But he does not know these typical malfunctions because there are no custodians of experience and traditions in your department."

"Do you mean warrant officers?"

"Precisely."

"We get along fine without warrant officers," Fedorov replied with some vehemence. "And I hope we shall get along just as well without them in the future."

That same day the captain had a long talk with his deputy commander for political affairs.

"We are under strength in warrant officers. This situation must be corrected," began Kibkalo.

"That will require a change in the general atmosphere on board. Some officers are of the opinion that warrant officers are of little use."

"I have noticed that," replied the captain, "and there is nothing worse than such opinions.

Some time later candidates for specialist training were selected from the top seamen. They returned as 1st-class specialists. Training classes with warrant officers began to be conducted in a better and more organized manner, and the method of evaluating performance results was changed. Warrant officers began to be involved more actively in volunteer work. The

situation on board the ship was perceptibly changing. The warrant officer complement was growing, and the quality of their work performance was improving. In time six of them became the top specialists in the combined unit.

"How are things in your department with the custodians of experience and traditions?" Kibkalo once asked the engineering officer.

"We have produced two warrant officers," replied Fedorov.

"I hope you will not call it quits at that."

"Of course, captain. You were right. With the help of the warrant officers, things in the department are going much better."

Year after year the "Zhguchiy" was considered a fine ship, but not the very best. It was firmly in the runner-up position in the combined unit.

"I think it would be worthwhile for us to compete for first place," Kibkalo once stated at a meeting of his officers. "What do you think? Can we do it?"

The officers supported their captain's proposal. It was also stated that it would require a good deal of work.

"Well, as I already know, none of you is afraid of work," smiled Aleksandr Aleksandrovich. "There are a few things, though, that we must change. First of all in work style. Some officers do the work for their petty officers, and do not give them independence. This narrows our activist ranks."

That same evening Kibkalo had a long talk with his executive officer, Captain-Lieutenant Dobroskotchenko. The executive officer of the "Zhguchiy" was distinguished by resoluteness of character. He was an extremely hard worker and, as Kibkalo had noted, viewed everything in clear-cut categories.

"Vladimir Grigor'yevich," said Kibkalo. "Today I was discussing improving work style. You also must change your work style. You also frequently do the job for your officers. This thwarts their initiative. Why is it, for example, that when setting out the watch you personally check the proficiency and preparedness of all the men? Let their immediate superiors do this. And in general, be more flexible. You will soon be commanding your own ship. Evaluate the situation like a commander should."

...Gradually a great deal changed on the "Zhguchiy." The role of petty officers became greater. With the aid of political workers, the party and Komsomol organizations, the prestige of the Komsomol organization secretaries increased. Commanders of all echelons began to do a better job of studying their subordinates. Kibkalo himself had the following to say on this subject:

"When I am standing on the bridge, I know precisely who is at the helm, who is on the maneuvering valves, who is at the missiles, who is on communications, and who is on the radars. I not only know who is on duty, but have as much confidence in them as in myself."

The great amount of work which had been done was not in vain. A day came which will long remain in the crew's memory.

"According to socialist competition results," Captain 3d Rank Kibkalo solemnly announced to the assembled men, "our ship has earned first place in the combined unit."

Later, when the excited men were dispersing from formation, Captain-Lieutenant Fedosov, who had learned to understand his commanding officer well, asked: "I imagine we shall not be resting on our laurels?"

"Of course not," smiled Kibkalo. "Full speed ahead!"

Young Officer Training Discussed

Moscow KRASNAYA ZVEZDA in Russian 26 Feb 80 p 2

[Interview with Vice Admiral Yu. Padorin, Chief of the Political Directorate of the Red-Banner Northern Fleet, by KRASNAYA ZVEZDA special correspondent Capt 1st Rank G. Savichev: "Area of Particular Responsiblity"]

> [Text] On the development of young officers, on instilling integrity and dignity in them -- This was the subject of an interview with Vice Admiral Yu. Padorin, Chief of the Political Directorate of the Red-Banner Northern Fleet and military council member, by KRASNAYA ZVEZDA special correspondent Capt 1st Rank G. Savichev.

This interview took place in an office from the windows of which one could see a vast bay. The bay was ringed on two sides by snow-mantled conical hills, crowding right down to the water's edge. It was perhaps for this reason that the water in the bay appeared thick and black. Warships were standing motionless in the ringing silence, as if brazed into the transparent, crystalline air. Our conversation also was of ships, cruises, and indoctrination of young officers.

[Question] Last year, Comrade Vice Admiral, the Red-Banner Northern Fleet performed a great many combat training tasks in an excellent manner. Of course there are many prerequisites for this success, but I should like to know what contribution the young officers made to this success.

[Answer] The fleet command highly rates the performance of the young officers on such ships as the missile-armed nuclear submarine "60th Anniversary of the Great October Revolution," on the large ASW ships "Marshal

Timoshenko" and "Leningradskiy Komsomolets," on the ASW cruiser "Kiev," and on many other ships. The commanders and political workers of these ships do considerable political-indoctrination work with the young personnel. Among the various areas covered by this work, we should probably mention in particular instilling in young people a sense of honor and worth. I should note that such a sense was also characteristic of officers of the Russian Navy. But one should not forget about the class content of these moral qualities. Only in a socialist society do they acquire their true significance. Concentrated in the terms "honor" and "dignity" are all the finest elements characteristic of members of a socialist society. As we see it, to live in a dignified and worthy manner means to follow Communist ideals and to implement them in every possible way. Worth and dignity means taking an active life position, observing Communist morality, and living the interests and concerns of the collective, of the entire society. For the military man it means dedicating oneself totally and entirely to the most noble cause of defense of the socialist homeland.

[Question] Could you tell us about some of the forms of work pertaining to instilling honor and dignity in young officers?

[Answer] This is achieved first and foremost by forming in young people a deep understanding of their duty and responsibility to the people, in other words by an understanding of their special role in society. If we take it at the fleet level, for example, the fleet command, headquarters staff and political agencies, party and Komsomol organizations exert considerable effort to ensure that the majority of ships and units and the entire fleet as a whole achieve high results in training and competition to honor in a worthy fashion the Lenin jubilee and the 35th anniversary of the Great Victory. An attitude for maximum achievement is created. You can understand that service on a leading ship directly influences officers' perception of honor and dignity. Official get-togethers of service school graduating classes are also organized. Special extended cruise sending-off rituals have been elaborated. Evening functions are arranged for young officers, lectures are given, and there are get-togethers with outstanding performers and Northern Fleet heroes. And this work is producing results. Young officers are serving better, with a deeper understanding of honor and dignity. They are developing professionally more rapidly and are proving to be intellectually and spiritually rich individuals, capable of displaying both independence and courage in the most difficult life situations. And this is confirmed by daily practical activities, by extended cruises taken by their ships, and by successful accomplishment of combat training tasks at the most diversified locations in the World Ocean. Along one of the walls of this office is a glass-encased cabinet, it contains trophies, pennants, ship models and other items connected with the heroic history of this fleet and with its heroic spirit today. Counting on young people and putting faith in them is a firm tradition in the Red-Banner Northern Fleet, and there is good reason for this. Daring is characteristic of young people. They are full of enthusiasm and energy. They are filled with a passionate desire to carry out their plans and projects. More than

20 officers of the Northern Fleet have become Heroes of the Soviet Union just in the years following the war. And the overwhelming majority were young when awarded this lofty title.

[Question] So there are no problems with the development of young officers?

[Answer] I would not go so far as to say that. The very term "stanovleniye" [formation, making, establishment] presupposes improvement, ascending movement -- from yesterday's cadet, who was still inexperienced in many respects, to an independent subunit commander, who skillfully handles equipment and correctly indoctrinates subordinates. It is understandable that successes and setbacks take place on this road. Young officers must surmount various obstacles and solve personal problems. Some, unable to stand up under the initial tests and trials, become disenchanted with military service. Others begin to be intimidated by difficulties; they lose faith in themselves and in their ability. Still others suddenly decide that naval service is not their calling. Of course individual work is done with all such officers. Commanders and political workers help them overcome difficulties and find themselves. Our main concern, however, is to ensure that the moods and attitudes I mentioned before do not occur at all in young officers. In other words, the principal work method is as follows: perform thorough preventive medicine, so that young officers do not lose faith and become timid, so that they develop feelings of worth and honor, responsibility and duty, because precisely these feelings help overcome difficulties, compel one to display daring and to strive for additional success. And the focus of this work is concentrated on naval ships.

[Question] I have visited many of your fleet's ships. Considerable work is indeed being done with the young officers; serious attention is devoted to them. But there are also exceptions. I was recently discussing with the commanding officer of one of the ships about which young officers should be singled out for praise in a newspaper article. We gave it a great deal of thought, going through the entire list of lieutenants, but we failed to find a worthy candidate. I personally had the impression that the majority of lieutenants on that ship were not doing that good a job.

[Answer] That is another aspect of the problem of indoctrination of young officers. That commander does not understand that precisely indoctrinational work with young officers is an area of special responsibility. They say that the strength of a ship's captain lies in his crew. I would add the following: in his officers. His worth is manifested in large measure in what he does to ensure that his subordinate officers do an excellent job. (The vice admiral opened a drawer in his desk and removed a blue file folder.) Here is a request from Lt Vladimir Pakhomov (he said, removing a document from the folder). He requests that he not be transferred to another ship. And yet transfer of a lieutenant involves a promotion.

[Question] What is keeping him in his previous job?

[Answer] He writes that the officer team on his ship is an exceptionally strong one, that his naval service began well precisely due to the collective.

[Question] It seems to me that this report is the finest testimonial to the officer collective. It exerts great influence on forming and shaping of the individual.

[Answer] Attention is drawn to the role of the collective in forming a spiritually and intellectually rich, creatively active individual by the resolutions of the 25th CPSU Congress and the CPSU Central Committee decree entitled "On Further Improvement of Ideological and Political-Indoctrination Work." They speak of the enormous creative and indoctrinational capabilities of collectives. Guided precisely by these most important documents, commanders and political workers, staffs and political agencies, party and Komsomol organizations construct indoctrinational work with young personnel. One can judge the effectiveness of this work from the following facts: an early rank promotion was earned by Capt-Lt A. Zhidelev, and Sr Lt S. Tsvetkov, who graduated from service school in 1977, was awarded the "For Combat Merit" medal. Lt V. Makarov has been serving on the ship for slightly more than a year now, but has already made his group excellent-rated and is a top efficiency innovator; party members in his combat department elected him party bureau secretary. And what is remarkable is that all these officers are from crews which are noted for their unity and healthy spirit. The tone is set by Communists and Komsomol members, and therefore the officer collectives are strong. All conditions for the development of young personnel are created collectively on these ships. Young officers are collectively assisted in rising to the top levels of naval skills.

[Question] I once visited the large ASW ship "Marshal Timoshenko." I could see that breaking-in of the young officers was proceeding successfully on that ship.

[Answer] The majority of ships in the Northern Fleet -- both surface units and submarines -- are manned by smoothly-running, unified crews. Our task, however, consists in ensuring that every ship's company without exception be distinguished by its unity and cohesion. We devote special military council meetings to this problem. The experience and know-how of leading personnel are widely disseminated. We hold special courses of instruction on board those ships the crews of which are achieving particularly significant success. Considerable attention is focused on the role of the wardroom. This is not only the place where officers take their meals but also where they congregate in general. As a rule an exchange of views and know-how takes place in the wardroom. Thus unified views on matters pertaining to combat and political training and problems of indoctrination are consolidated. On some ships wardroom councils have been established experimentally. It is difficult to judge at the present time how

expedient this is. But one thing is definite: the influence of the commanding officer, his deputy commander for political affairs, the party and Komsomol organizations on the atmosphere prevailing in the wardroom should be active and vigorous. (A warrant officer entered the office. He placed a stack of letters on the admiral's desk.) I maintain correspondence with the Northern Fleet heroes. The letters help us broadly disseminate their experience and know-how, skill, and traditions. The example of these people is of great importance in instilling integrity and dignity in young officers.

[Question] Then we can say in general that the force of influence of persons of authority and prestige or, as we put it, the personal example of senior comrades, exerts great influence on young personnel.

[Answer] I would especially emphasize the role of the ship's commanding officer. This is a person who is at the focal point of attention of the entire crew. He not only runs the ship and directs combat but also determines the ship's entire life and entire atmosphere of this life. As a rule the commanding officer's courage, composure, dignity and honor, his know-how and work methods are imitated and adopted by his subordinates, especially the young officers. When commanding officers display model job performance, subordinates also do a good job. Young personnel like to serve with such men. For example, the missile-armed nuclear submarine "60th Anniversary of the Great October Revolution" is well known in the Navy. It is under the command of Rear Adm Vladlen Vasil'yevich Naumov. In the last training year the crew of this submarine was initiator of socialist competition in the Navy. The men met their pledges with dignity and honor. And the commanding officer is a model and example. And we have many such commanding officers. The majority of these are young, men who have not yet or have just turned 30: they include Capt 2d Rank Yu. Shilin, Capt 3d Rank I. Petrenko, and many others.

[Question] But what if a commander does not serve as a model and example?

[Answer] It does happen. Recently it was necessary to remove a commanding officer from one of our ships. A crude, undignified, sometimes tactless individual, he was exerting a negative influence on the young personnel. How many times has that truism been repeated: he who does not himself possess a sense of his own worth and dignity is unable to develop it in others. We devote special attention to dissemination of positive indoctrination experience and know-how. And first and foremost the experience and know-how of ship's commanding officers. We are concerned with their prestige and authority and endeavor to ensure that they genuinely present a standard in performance of duties. (The interview had gone on more than an hour, and the admiral, glancing at his watch, continued). Today many people say that the process of development of youth has accelerated in our time. We are living in a tempestuous, swift-moving age. For that reason one should constantly seek new ways, new forms and methods of work with young personnel in the indoctrination process, alongside well-established methods and recommendations.

[Question] That is not easy....

[Answer] Search for the new is always a difficult business. Such is life, however. It demands continuous improvement. A great many new forms of indoctrination have been found and adopted in the Soviet Navy. What in my opinion is a fine idea was born in the undersea fleet, for example: to stand watch in honor of wartime submariner heroes. Prior to extended cruises we also follow the practice of recording on tape the voices of family and loved ones. As a rule good send-offs are accompanied by instructions honorably to carry out one's duty to the homeland. Out there in the ocean such statements are priceless. New forms of such work are also being born on aircraft-carrying ships. For example, those young pilots who log a specified number of takeoffs and landings receive special certificates in an official ceremony. Then the entire ship's company marches past the certificate recipients, honoring their achievement. This engenders pride in the young pilots and increases their sense of their own work. I could also enumerate other developments and innovations in this important area, but I should like to state in conclusion that if we educators expect the young personnel to show daring, then we ourselves should be daring, finding more and more new indoctrinational techniques which will help our young people accomplish their difficult military service with excellence, with honor and dignity.

On a Patrol Ship

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[Article by Capt 3d Rank V. Kremnev, Red-Banner Pacific Fleet: "On an Extended Cruise"]

[Text] For the third year in a row the crew of our patrol ship has confirmed its rating of excellent. All missile, torpedo, and artillery firing exercises last year were performed successfully. This has been greatly promoted by concretely organized socialist competition among combat departments, crews and individual personnel.

Taking account of amassed experience, the crew adopted rigorously calculated pledges in honor of the Lenin jubilee, as well as covering the period of the extended cruise in which our ship is presently engaged. We focus constant attention on competition pertaining to tasks and performance standards.

For example, prior to the next missile firing at an air target, battery commanders Sr[illegible] P[illegible]lakh and Lt S. Ageyev competed for the honor of firing the fi[illegible]le. Both batteries prepared well for the exercise, but Senior Lieute[illegible] Bulakh and his men won the competition.

On an extended cruise watch officers compete on concrete indices. In determining competition results the commanding officer takes into consideration accuracy of calculations and precision of performance on the

bridge. The winner receives a "Best Watch Officer" pennant. Performance of pledges by entire watch crews is evaluated equally objectively.

Prior to departure on the extended cruise, many of the men specified a concrete goal for themselves -- to boost their proficiency rating or confirm first class or the master proficiency rating. Those who are preparing to earn the master proficiency rating include engineering officer Engr-Capt-Lt S. Andreychuk, other officers and warrant officers.

In addition to scheduled training classes, we hold proficiency-rated specialist days, at which equipment and weapons experts exchange information and know-how. Mutual assistance in training is organized in a precise manner. Master proficiency-rated warrant officers B. Roshchin, Ya. Mamalyga, V. Opalak, B. Godunov, A. Prokopovich, V. Degtyar' and others are particularly generous in assisting their comrades. At practice drills they show their fellow crew members how one should perform when the situation becomes complex.

Improvement of crew member combat skills is greatly promoted by competition to score target kills with the first projectile fired and at maximum range. Such rivalry developed from the very first day out between the mine and torpedo weapons department, under Capt-Lt A. Krutov, and the missile and artillery weapons department, under Sr Lt Ye. Zamurayev. Zamurayev's men are leading at present. But their rivals have every capability to become competition leaders by the 110th anniversary of V. I. Lenin's birth.

On the cruise we are also endeavoring to utilize the advanced know-how of our competition rivals, the crew of the escort ship "Retivyy." Before putting to sea our officers got together with the officers of the "Retivyy," which has been named the best ship in the unit. Officers I. Morozov, V. Drogan and others related to us the specific features of equipment operation at those latitudes at which the men of the "Retivyy" possessed previous experience and at which we would be performing combat training tasks.

Unfortunately, however, there are also unresolved problems on our ship. Not all officers and warrant officers have yet learned to conduct practice drills in complex conditions, and when totaling up training and competition results to evaluate with adequate demandingness the concrete contribution by each man to the overall success. And this naturally determines in large measure enhancement of the indoctrinational role of socialist competition. We are aware of these shortcomings and are endeavoring to correct them, in order to accomplish the missions of this cruise in an even better manner.

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LETTERS FROM READERS: EDITORIAL COMMENTS

Moscow KRASNAYA ZVEZDA in Russian 3 Feb 80 p 2

[Article: "KRASNAYA ZVEZDA Mailbox"]

[Text] In January 1980 the editors received 14,993 letters from readers containing articles, reports, comments, questions, requests, suggestions, and criticisms; 568 of them were published in our paper. We received 780 responses to articles in the paper.

In January the newspaper regularly published reports by our readers on preparations among the troops for elections to the Supreme Soviets of the Union and autonomous republics and to local Soviets. "Our unit is arranging lectures and discussions for military voters concerning the successes of the Soviet people in carrying out the plans of the 10th Five-Year Plan," writes Sr Lt Yu. Oleshko of the Carpathian M. D. "Consultations and question-and-answer evening meetings are organized at the agitation posts. As we approach the elections, personnel feel pride in our Motherland and the heroic achievements of our people. These patriotic feelings show themselves vividly in military labor. One of the subunits of the unit recently made a long march. It took place under difficult climatic conditions across very rugged terrain in a situation approximating that of combat. The men commanded by Lt Col-Engr A. Malyy successfully overcame all difficulties and performed their assigned mission."

The flame of socialist competition to celebrate the 110th anniversary of the birth of V. I. Lenin and the 35th anniversary of the Victory of the Soviet people in the Great Patriotic War is burning more and more brightly in all the branches of the USSR Armed Forces. These important events found reflection in the January mail. Maj A. Shirokov of the Leningrad M. D. reports that the personnel of the unit where he serves are competing under the slogan, "Carry out the teachings of Lenin as a sacred duty, improve combat and political training, raise vigilance, and be ready at all times to defend the Motherland and the great

achievements of socialism." They are performing combat training missions with great inspiration. Fighting men there are filled with a desire to perform their obligations in competition completely.

Jr Sgt (Res) N. Torshilov of Rostovskaya Oblast writes: "In February our glorious Soviet Armed Forces will be 62 years old. On the threshold of this national holiday I recall my service in the airborne troops with special emotion. Those days are a vivid page in my biography, and a fine school of life and indoctrination. I am proud to have served in the army! And as a father I am happy that my oldest son, a tank soldier who has completed his service, carried on this feeling with dignity and that my younger son, a military driver, is faithful to the family tradition."

The letter from which these words are taken is just one of many in the January mail. The authors write with great love and gratitude of their service in the army and call on present fighting men to work tirelessly to build the combat readiness of their units and ships and to raise revolutionary vigilance.

In response to the newspaper's appeal to readers many veterans of the front have sent in their memoirs. Previously unknown chapters of the war and combat episodes came to light. The veterans are sincerely grateful for the concern shown for the needs of front soldiers and for the undying memory of those who gave their lives. But the letters also say other things. "I recently visited the Zhitomir region, my hometown of Podluby," reports V. Omel'chenko of Kostroma. "Many of the people of the town did not come back from the war. My own father died in the battle at Brody. I took flowers to the monument in honor of the town heroes, but I was deeply hurt by what I found. It turned out that the local authorities had forgotten to put my father's name on the list of those who died. And other kolkhoz members were also left off. The years are passing, and no one will care to correct this mistake which today causes people pain and suffering."

In January the editors received 661 responses to letters sent for review. Commanders, chiefs, and heads of local Soviet and party bodies and state and public organizations reported on the results of such reviews and on steps taken. As Maj Gen N. Cherednichenko reports that it was determined to be true that employees of the Sovetskiy Rayon military commissariat in Moscow took a bureaucratic attitude toward the request made by the family of serviceman V. Krysanov, and those at fault have been held responsible. The allotment for a serviceman's child has now been granted.

Unfortunately, the editorial mail indicates that officials sometimes fail to review reader letters when they should and that on occasion the responses given are mere formalities. These cases show that senior officers must check more carefully on local review of letters.

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OFFICER POLITICAL TRAINING: IMPORTANCE STRESSED

Moscow KRASNAYA ZVEZDA in Russian 5 Feb 80 p 1

[Editorial: "The Main Thing Is Effectiveness"]

[Text] Officers are the skeleton of the army and navy, the party's reliable bulwark in the Armed Forces, the bearers of their class and military spirit and glorious combat traditions. The officers are the active political indoctrinators of personnel and concern for improving their ideological-theoretical conditioning and their professional, political, and moral qualities means the same thing as concern for further improvement of the entire indoctrination process in the subunits, units, and ships.

Officer study in Marxist-Leninist training groups plays a large part in shaping the ideological makeup of the officer. Commanders, political agencies, and party organizations must work constantly to raise officer political training to the level of current party demands and create all necessary conditions for thorough study of the works of K. Marx, F. Engels, and V. I. Lenin, the history of the CPSU, documents of the 23rd, 24th, and 25th party congresses, and the works of Comrade L. I. Brezhnev and other party leaders on military development. Each training period should give the students new knowledge and develop their ability to apply the knowledge acquired creatively in practical activities, during indoctrination of personnel.

Marxist-Leninist training for officers is conducted on a good level and has a tangible effect on the state of affairs in the unit where Lt Col S. Sal'nikov is political worker. What is the explanation for this? Above all, it is explained by the constant concern which the commander, his deputy for political affairs, and the party organization give to improving the quality of lectures, establishing a business-like, creative atmosphere in seminars, and seeing that the knowledge acquired becomes a practical guideline for the men. They make active use of such forms of training as discussion of reference papers and collective analysis of public life and the international situation. Elements of

lively discussion are woven into the fabric of the training periods and technical propaganda equipment is used. The unit party organization actively promotes political self-education by officers and has set up checks on their study of the recommended literature and attendance at training periods. It is such coordinated measures that make officer political training highly effective. They are all highly rated specialists, involved in public life, who skillfully train and indoctrinate their subordinates.

There also occur cases, however, where units tolerate shortcomings in the organization of ideological-theoretical training and poor-quality training periods, where instead of delving deeply into the essence of the problems under study there is merely a superficial familiarization with them and theoretical generalizations and serious, thoughtful analysis of phenomena are supplanted by repetition of platitudes, where instead of convincing arguments there are just showy words. This kind of formalism took place in the subunit where Maj K. Zubov was political worker and it was one of the reasons that political indoctrination work there slackened off.

To increase the effectiveness in training in officer Marxist-Leninist training groups means to insure that training periods are conducted on a high ideological and scientific level, that they are practical and concrete, and that the subjects are closely related to the missions being performed and to formation of the activist posture in life. This imposes high requirements for the quality of each lecture and seminar. Officers must work on primary sources, be held strictly responsible before the party for each case of inadequate preparation for a training period, and create that kind of moral atmosphere which promotes development of an interest in the subject and inspires the men to master the material creatively and use the broadest opportunities for political self-education.

The effectiveness of ideological-theoretical education of our personnel depends largely on the attention given to it by political agencies. They are expected to work persistently to introduce progressive techniques, eliminate dogmatism, and strive to see that every training period in the groups is truly an opportunity to learn creative Marxist-Leninist thought in its close association with actual life. This is possible if the group leader is profoundly aware of the fact that he is not simply a teacher passing a certain amount of knowledge to the students, but rather an active political indoctrinator. Where propagandists understand that this is their purpose the feeling invariably comes out in training periods and during everyday dealings with the students.

The group leader is the key figure. His training and exacting attitude toward himself and others are decisive with respect to the success of political training. Political agencies must do everything possible

to broaden the ideological-theoretical perspective of group leaders, enhance their skill as lecturers and methodologists, and increase their sense of responsibility for the important sector of party work entrusted to them.

Improving Marxist-Leninist officer training in the spirit of the demands of the CPSU Central Committee decree "Further Improvement of Ideological and Political Indoctrination Work" unquestionably does not demand general appeals; it requires painstaking effort and concrete steps. It is important for each political branch, unit, and ship to determine precisely what steps are necessary to improve the knowledge and methodological skills of group leaders, establish more effective checks on the progress and quality of training periods and attendance at them, and improve independent work by students with primary sources. We must look carefully to see whether the potential of clubs, libraries, reference information centers, and methodological offices, which are expected to help political self-education by servicemen, is being used well. Finally, the main thing is how to strengthen the impact of training on the service activities of the officers, their everyday work indoctrinating subordinates, unifying military collectives, and bolstering discipline and combat readiness. The only way one can truly fight to raise the effectiveness of training is by finding solid solutions to practical questions.

The current training year includes such important events as the 110th anniversary of the birth of V. I. Lenin and the 35th anniversary of the Victory of the Soviet People in the Great Patriotic War. This is the year of immediate preparations for the 26th Congress of the CPSU. It is important to create all necessary conditions for broader education of officers in the riches of Leninist ideas to enable them to carry out the teachings of the leader on defense of the socialist Fatherland. Military cadres must be trained to think broadly and creatively, to pose and solve urgent problems in a Leninist style, straightforwardly, following high principles. A profound knowledge of revolutionary theory should inspire commanders, political workers, engineers, and technicians, everyone who carries the title of Soviet officer, to be even more active in performing those lofty missions which the party has placed before the Armed Forces.

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CRITICISM: OFFICER EXPLOITS FAMILY CONNECTIONS

Moscow KRASNAYA ZVEZDA in Russian 6 Feb 80 p 2

[Article by Lt Col V. Shevchenko and Capt A. Borovkov, Red Banner Odessa M. D.: "A Time for Serious Decisions"]

[Text] At one of the first artillery firing drills after arrival in the unit Lt Vladimir Belonogov made such a bad mistake in orientation of the gun that if the order to fire had been given the target could not possibly have been hit.

While solving a firing problem at a check training period, the same officer copied the final firing data from the notebook of the battalion chief of staff and reported these figures to the training leader. To test the officer's knowledge further the training leader changed the situation slightly. Once again the battery's fire was far from the target.

For flagrant violations of the rules for organization and conduct of fire Lieutenant Belonogov was warned of possible unfitness for service.

These are just two incidents, but from them it is easy to form a picture of the military competence and training of the officer. From them one may surmise the position which this person occupies in the world, so to speak. After all, facts are hard to argue with. But we will give one more fact and show that the obvious on occasion turns out to be unlikely. Lieutenant Belonogov, after graduating from school with average grades, was immediately appointed commander of an artillery battery, bypassing the platoon level.

Let us put Belonogov's service record aside for a time. Let us picture the lieutenant hunched over a sheet of paper, writing a request to be transferred to the position of leader of a fire platoon.

What emotions are throbbing inside him? How difficult this is, to agree that you are in the wrong place! It is a hard, courageous step, but

also justified and necessary. It is a step that arouses sympathy for the young officer. We will not rush ahead, however, composing a cheerful mental picture of reeducation based on a, so to speak, voluntary change in attitude and an objective reevaluation of values. The report was written, but immediately afterward the lieutenant took a short trip home, to his parents, and after that there was not another word about submitting the report. He described his earlier decision as plainly not well thought out.

We had an interview with Belonogov, if it can be called an interview when the subject responds unwillingly with brief, guarded statements. We tried to get to the roots of his mistakes and understand his posture in life. His answers were, "I do not agree with the commander's opinion. They are prejudiced against me." He used roughly the same words to explain his behavior to his fellow servicemen. Furthermore, in talking with them and with the battalion commander he said several times, "When my mother comes, she will find out everything."

Well now, is this an article about nursery school? Is there any meaning to such a statement by Lieutenant Belonogov? Alas, it turned out that there was.

Col Nikolay Vasil'yevich Belonogov, now retired, is a very respected man. He traveled a hard road in the war and received combat orders and medals. It was entirely natural that the family wanted their son Vladimir to make his career in the army. And because Nikolay Vasil'yevich has served as deputy commander of the cadet battalion for political affairs at the Odessa Higher Artillery Command School imeni M. V. Frunze in recent years, his son's studies there went smoothly and evenly, as if on a well-beaten track. Vladimir had privileges over his classmates. He visited home more often, and he did not have to strain during examination periods, correctly counting on his teachers to be easy with him. Under such conditions some people would have attained a diploma with distinction. Cadet Belonogov was not interested in this at all, apparently thinking that when he was given a real job he would show what he could do.

We have already seen what he showed with respect to special training. We will add one more fact of a different order. Lieutenant Belonogov was late returning to the unit after leave and tried to deceive the commanders and his fellow servicemen by claiming to have been sick.

That is how he stands before us today. Needless to say, if we seek those to blame for the situation in which Belonogov finds himself, first of all the finger must point at Belonogov himself. What kind of infantile, irresponsible, flippant behavior is this! After all, he is a grown man, not a boy. Furthermore, he is an officer and a commander. How can his behavior be correlated with these titles and with the enormous responsibility that he carries? His commanders and fellow

servicemen should also be criticized; everything would have been better if they had given the young officer serious attention from the first day he joined them. The service, we say, indoctrinates a person. But the indoctrination process begins much earlier, before the officer arrives in the unit and takes men under his command. It begins in the family, in regular school, and then at the military school. Here, like it or not, we must speak of Vladimir Belonogov's parents. They used every means to protect their child from extra hardship and, willingly or not, taught him that everything in his life should be smooth and easy.

The validity of this idea is being confirmed today by the behavior of Lieutenant Belonogov and the actions of his mother. Judge for yourself. Desiring to defend her unjustly (in the opinion of the parents) insulted son, she visited a number of officials: the unit commander, the formation commander, the chief of the political branch, and other senior officers. She even went to the district political directorate, and then recently the same purpose took her to Moscow.

Vladimir Belonogov's mother did not, of course, find support at any of these levels. Col N. Bodrov, secretary of the district party commission who investigated her complaint of injustice toward her son, minced no words in discussion with us: basically, Belonogov's parents hampered his development as an officer by their overprotection.

There are many military dynasties in our Armed Forces. It is remarkable that the sons inherit the noble and honored profession of their fathers and grandfathers and continue the work. Almost every garrison has young squad leaders and company commanders whose fathers are still in the ranks, occupying high positions. They have them by right, having earned them by irreproachable service and great deeds during the Great Patriotic War. We cannot help being pleased that these young officers are outstandingly independent and overcome the difficulties of the service straightforwardly. "Natural military leaders" — that is what they say about the people who have been accustomed to the Spartan discipline of military life and frequent changes of posts from childhood years, who firmly and consciously accept the hardships of the service on behalf of its lofty, sacred purposes. The contributions of the parents, no matter how great they may be, are only to the credit of the parents, and not in any case for their sons. Military dynasties are strong because each generation makes its own contribution to their glorious history. It is "their own"!

Sergey, son of Col Lev Ivanovich Gus'kov, graduated from military school in the same year that Belonogov did. He graduated with distinction and received the right to choose his place of service, which could have been Odessa, near his parents' home. But Lev Ivanovich advised his son to choose a post in the Far North: "Up there, beyond the Arctic Circle, you will strengthen your spirit, toughen up, and become a real commander."

Lev Ivanovich showed us letters from Sergey. Here are some short fragments from them: "Thank you, papa, for giving me the beauty of Arctic sunsets over the low hills, the Northern Lights in the midnight sky, and the first hardships which, I feel, I can handle." "Everything is okay here. I have more jobs to do, but it makes me happy that I can handle them." "When you are on leave and coming to visit me here, please arrive at the post in civilian clothes. Don't feel bad, I simply do not want any unnecessary talk."

Colonel Gus'kov did as his son asked, and when he presented himself to the regimental commander, he did not tell him the position which he occupies.

Lev Ivanovich recently received another letter from his son in which Sergey wrote that he had been promoted to senior lieutenant and that the company which he commands had been declared outstanding after the final inspection. Indeed, the success is natural. In large part it is based on Sergey's correct indoctrination. No one made it easy for him; from childhood he was taught that nothing comes without working for it.

The dependent attitude toward life is certainly strange to even mention in speaking of military men. But we have before us Lieutenant Belonogov and his whole story. It is a story which forces us to consider many things: the duty of parents, the roads we choose, and how a person travels along them, struggling with a headwind or bending under its power and trying to get off the road. It is time for Vladimir Belonogov to think about this. If he does not it will be too late, absolutely too late.

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PHYSICAL TRAINING: IN THE SOUTHERN GROUP OF FORCES

Moscow KRASNAYA ZVEZDA in Russian 6 Feb 80 p 4

[Article by Maj Gen V. Burdov, first deputy chief of the political directorate of the Southern Group of Forces (SGF) and deputy chairmen of the sports committee of the SGF: "They Toughen and Discipline"]

[Text] In the final stage of the tactical exercise when the men seemed to be completely exhausted, the chemical defense battalion commanded by Maj B. Pavlov received the following input: conduct a march, deploy the equipment, and carry out special treatment of tank subunits. The men successfully handled this mission and earned a high evaluation. Privates A. Malyy, Yu. Mayakovskiy, and A. Shindin and Sgt N. Chebotak performed especially well at the exercise.

Not long after Maj B. Pavlov's subordinates distinguished themselves again. This time it was in the final phase of an inspection of sports work. During the control inspection they had demonstrated a high level of physical training, organization, discipline, and desire to achieve good results. The battalion looked outstanding in the inspection, and this was reflected in the final documents. Once again, the familiar names appeared among those who distinguished themselves: Malyy, Mayakovskiy, Shindin, and Chebotak. They are all rated sportsmen and holders of the Military Sports Complex Badge. This example confirms that, where other conditions are equal, the fighting men who participate regularly in sports and are active in morning exercises and physical training periods do best in combat training.

Leading commanders and political workers have already been convinced that sports drills and participation in competition not only toughen the men physically, but also have a very considerable impact on the formation of such qualities as sense of duty and responsibility to the collective. They promote harmonious development of the personality. Experience has shown that the state of personnel military discipline and organization depend significantly on the level of development of mass sports in subunits. There is also no doubt that

where commanders and political agencies devote constant attention to improving the quality of the physical toughening process and where the party and Komsomol organizations are involved in this work, the proper regulation order is usually maintained and harmonious military collectives joined by a common purpose form.

The personnel of the battalion mentioned above can provide an example of this. In this battalion virtually all of the men have won the Military Sports Complex 1st degree badge and are rated sportsmen. It is not accidental that the level of military discipline and field skills is also high in the subunit.

The command and Military Council of the SGF devote a great deal of attention to the development of mass sports in the units and subunits. We view the inspections of sports work held each year in the Armed Forces as an important stimulus in the campaign for all personnel to master combat skills. Special attention is devoted to organizing socialist competition to achieve good results in physical training and sports. It is competition that helps commanders and political workers mobilize personnel, bring those who are behind up to the level of the leaders, and strengthen military discipline even further. Giving publicity to readily comparable results and constantly monitoring fulfillment of obligations have made it possible to exclude virtually all formalism in sports work.

For example, competition for high sports indexes is precisely organized in the unit where Lt Col V. Semevich is a member of the sports committee. I recall that the obligations for training Military Sports Complex badge holders and rated sportsmen assumed by these tank soldiers seemed unlikely to some at first. But the regimental commander, party committee, sports committee, and Komsomol activists did the necessary work with personnel. The result was that every single man in the regiment fulfilled the plan by the concluding stage of the inspection of sports work. More than 90 percent of the tank soldiers became rated sportsmen and a similar percentage fulfilled the standards of the Military Sports Complex 1st degree.

In my opinion, the regimental commander correctly attributes this success to the great explanatory and organizational work done by communists and other officers of the unit. Training periods and sports drills are held regularly there with an appropriately high methodological level. The regiment organizes frequent mass competitions. Communists and Komsomol members are the initiators and most active participants in them.

The party committee has reviewed questions of physical training and sports many times. But adopting decisions is one thing, and carrying them out is another. This problem has not arisen in the regiment, and I think this is largely because the party committee makes skillful use

of the activism of Komsomol members, guiding it into the necessary channels. All servicemen, especially young men, participate enthusiastically in socialist competition related to sports. It is especially deserving of attention that the competition is not just for personal achievements, but equally for the sporting honor of the crew, platoon, company, and battalion.

That is why no one is surprised that this regiment is considered the best in the group, not just for sports indexes but also for the results of combat and political training and discipline. It holds the title of outstanding.

Physical training and sports are by no means a minor part of forming the military character. Therefore, the organization of drills and sports holidays in the units and garrisons of the group is considered very important. Most of the units have sports holidays with participation by all personnel every month. The programs of events usually include crosscountry running, the 100 meter dash in military uniform, grenade throwing, sports games, and multifaceted relays which include exercises and elements from combat training programs.

It is noteworthy that in many units the Komsomol committees have been the initiators of sports holidays and other useful activities. They disseminate the achievements of leading military athletes by all means and willingly help those who are lagging behind. Foremost among these committees is the Komsomol committee made up of officers V. Murzayev, V. Kapytovskiy, S. Doroshenko, and S. Kornyushin.

However, it must be remarked immediately that some Komsomol workers do not show this kind of activism and involvement in the development of sports. The men of the subunits where the Komsomol organizations are headed by comrades V. Savchenko, V. Sedykh, and V. Sych did considerably worse than expected at the physical training inspection. Incidentally, they were not at all impressive in combat training either. When speaking of the inertia of certain Komsomol committees, I am unable to refrain from a criticism of the party organizations of these subunits. The facts show that the party activists there take a cool attitude, to put it mildly, towards sports.

We are already accustomed to the fact that the outstanding athlete is usually an exemplary soldier. He is strong, enduring, and faithful to his duty. It is very important that commanders and senior officers see these qualities in him first of all. But it does happen sometimes that behind the laurels of the champion are a lack of discipline and moral turpitude. Although they are not common, such cases, unfortunately, still occur. For example, Jr Sgt Ext Serv A. Kolpakov, a member of the wrestling team, had a certain fondness for alcohol. Coach V. Saunin, it came out, knew of this but took no steps. He seemed to think that Kolpakov was a very important man on the team. Strict disciplinary

measures had to be taken with the athlete, and at the same time the coach's failures in indoctrination work were pointed out to him.

Sports toughen and discipline. While steadily improving the process of physical training and the organization of mass sports work, we must also strive to continue raising the level of combat training in personnel and to strengthen discipline and regulation order.

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USSR REPORT: Military Affairs
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